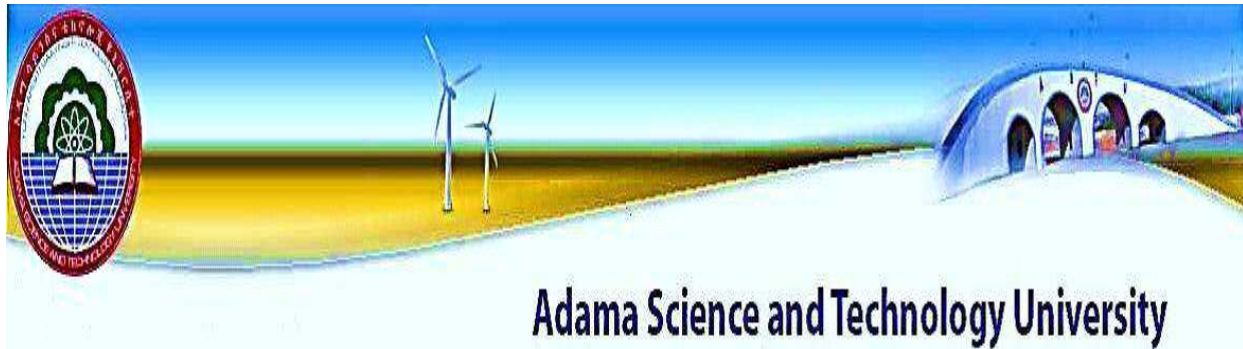


ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY



GRADE 12 TEACHERS AND STUDENTS PRACTICES IN LISTENING SKILLS IN
LINE WITH THE NEW TEXTBOOK: THE CASE OF ABYOT KIRS
PREPARATORY SCHOOL

BY

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Declaration

I, the undersigned, declare that this thesis is my work and that all sources of the materials used for the thesis are duly acknowledged.

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Date of Submission

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Abstract

The present study aims to investigate grade 12 teachers and students classroom listening practice in line with the new textbook in Abyot Kirs Preparatory School in Addis Ababa. Moreover, it examines whether listening sections were being neglected or not; and it, in the meantime, tries to find out whether the contents in the text include topics that focus on what learners need to know and be able to do in real life, and whether or not students follow up listening lessons attentively. The study also sought to assess whether or not teachers use strategies of teaching listening.

The subjects of the study were grade 12 English language teachers and 134 Students of Abyot Kirs Preparatory School. The instruments used in the study were questionnaire, classroom observation and content analysis.

The study confirmed that teachers do not teach listening sections regularly. It also revealed that not all the teachers employ the strategies of teaching listening that are suggested by the course designers.

The study recommends that the course book should include visual supports of VCD and DVD that integrate authentic inputs so as to expose the students to real-life listening and appeal their interest.

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List of Abbreviations

CAP – Civil Air Patrol

CD – compact Disc

EFL – English as a Foreign Language

EHEECE- Ethiopian Higher Education Entrance Certificate Examination

ESL – English as a second Language

ICDR- Institute for curriculum Development and Research

LAUSDTE- Los Angles United States District Textbook Evaluation

MOE- Ministry of Education

PGDT-Post Graduate Diploma Training

TEFL- Teaching English as a Foreign Language

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Chapter one

1. Introduction

1.1 Background

Listening is one of the macro skills through which language teaching and learning realized. In spite of the crucial role that listening plays in language teaching and learning, it has been deprived of the attention that it deserves both from language teachers and scholars who proposed different language teaching methods.

In the history of language teaching, the period from 1950s to 1980s has often referred to as “age of methods” Richard and Rogers (2001). Even though this period sparkled a new era for the blossoming of a number of methods, most of the methods had a tendency of ignoring listening until recently. According to Larsen-Freeman (2006) and Abu Hatab (2010) listening came to capture many language teachers and researchers’ attention right after the introduction of James Asher’s total physical response method in the beginning of 1970. Asher’s total physical response method describes that language is acquired mainly through listening comprehension.

In addition to total physical response method, communicative language teaching method made its contribution by emphasizing the importance of synchronization of listening with the other macro and micro skills. Nunan (1989:22) states “In real life as in the classroom, most tasks of any complexity involve more than one macro-skill,” regarding this.

As stated above, it is crystal clear that students talk to each other both inside and outside their classroom. When they do, they have to use or integrate at least two skills most of the time: speaking and listening, otherwise communication is inconceivable.

Many schools both worldwide and locally use textbooks to teach language skills and other subjects. The relationship of textbook usage and teaching any language skill including listening is, therefore, indispensable.

In the Ethiopian context, much has been done by Ministry of Education Institute for Curriculum Development and Research (ICDR) to update the textbooks. The currently published English language textbooks of different grades levels include sections of both macro and micro skills like listening, speaking, reading, writing, language focus (grammar), vocabulary, etc., and specific objectives that should be achieved at the end of each lesson. In spite of this fact, the researcher observed that skills are not equally treated in most high schools.

1.2 Statement of the Problem

As mentioned in the background section of this paper, even though listening is one of the macro skills of language teaching, and essential skill that plays a vital role in the language classroom by providing inputs for the student Rost (1994), it has been deprived from being equally treated along with the other skills. According to Nunan (1989) the two receptive skills, listening and reading are believed to be secondary skills that stood merely to support the productive skills speaking and writing, for most people.

Locally, Taye (2001)'s findings indicate that most of the strategies of teaching listening were not being practiced by the primary school teachers. In other words, here in our country, teachers have failed to implement the strategies proposed by the course designers as much as they are expected. This may probably cause a serious problem in English language teaching since language skills are interdependent. In this respect, the researcher believes that listening should be given equal opportunity along with other language skills.

When we bring this issue to the center of our attention, globally, Nunan (1997:22) states the following to stress the magnitude of the problem:

“Listening is the Cinderella skill in second language learning. All too often, it has been over looked by its elder sister-speaking. For most people, being able to claim knowledge of a second language means being able to speak and write in that language.”

Nunan(1997) portrayed the two skills (listening and speaking) as sisters from the same family like in the fairy tale of Cinderella where the younger sister is maltreated by the elder sister and the family as a whole. In order to exhibit the seriousness of this problem and how listening was being neglected by language teachers and the concerned scholars, Nunan(1997) used the story as a picture. From Nunan(1997)’s description it is possible to realize that communication is impossible even if the speaker is talented in transmitting the message to the listener unless the listener is equipped with listening skills which enable him/her to understand what the speaker is telling him or her.

Basically, listening is a skill that needs serious attention and care for teachers do not know what is going on the mind of the student while reading the listening text in the classroom. Richards (2008:1) has the following to say regarding this “the teaching of listening has attracted a greater level of interest in recent years than it did in the past.” Based on this fact, he further states, “Now, university entrance exams, exit exams and other examinations often include a listening component acknowledging that listening skills are a core component of second language proficiency....”

Likewise, in Ethiopia different universities, colleges, and the ministry of education, for English Language Teachers Improvement Program (ELTIP) trainers and graduate students who have taken Post Graduate Diploma Training (PGDT) courses, incorporate listening in their program in order to accept new students and provide teaching license now a days.

On the contrary, in our context, still many secondary and preparatory school teachers fail to give due focus for listening let alone giving the chance of being taught interactively with other skills according to the objectives set by the

curriculum designers. Regarding this, students claim that in many high schools and preparatory schools listening lessons are mostly neglected or skipped over by teachers. Teachers on their side complain about the problem in the organization of the text book, as well as the students' reaction towards the listening lesson. The researcher, on his part, believes that this is a serious issue that needs to be addressed by the concerned body of the educational sector.

A number of studies have been conducted in the area of listening locally. Tekabe (2009), Taye (2008), Daniel (2007), and Haregewoin (2003) s' works can be mentioned among others. Tekabe's work focuses on the evaluation of materials used to teach listening at Awassa College of Teacher Education. Taye, on other hand, investigated the practice of teaching listening in grade 7. Likewise, Haregewoin's study focuses on investigating listening comprehension teaching practices in grade 11. According to the findings of the latter two researchers, there is a mismatch between strategies of teaching listening and what is actually practiced in the classroom. As far as the researcher is concerned, the works of these researchers didn't appear to focus on the neglect of listening sections in grade 12.

1.3 Objectives of the Study

The central concern of this study is finding out how grade 12 teachers teach listening comprehension, and how the students learn the lesson. More specifically it attempts to:

- Investigate to what extent teachers employ strategies of teaching listening skills.
- Find out whether or not teachers teach listening regularly.
- Examine whether the students learn listening skills attentively or not.
- Analyze whether the textbook is organized in a way through which

the listening lessons are taught and learned or not

- Find out whether the contents of the listening text include topics focus on what learners need to know and be able to do in real life.

This study attempts to answer the following research questions:

How often teachers teach listening skills?

Do the students learn listening lesson attentively?

Do teachers employ the strategies of teaching listening skills?

Do contents of the listening texts embrace topics which learners need to know and be able to do in real life?

Is the textbook designed and organized in a way through which the listening lessons are taught and learnt?

1.4. Significance of the Study

It is hoped that the result of the study might have the following contribution:

- It might have importance in alleviating the problem of teaching listening.
- It might serve as a feedback to teachers and PGDT trainers to revise and/or to improve their methodological training.
- It might help curriculum designers redesign the teaching material or make improvements (Whenever they need feedback from teachers concerning the textbook).
- It might serve as a source of information for future researchers who want to fill the gaps not seen by the researcher.

1.5 Scope of the Study

This study is limited to grade 12 teachers and students of Abyot Kirs preparatory school in Addis Ababa.

The researcher chose the school because it is the only government preparatory school in Kirkos sub city, and formerly the school is known for passing students the national exam continuously.

In addition to this, the study is restricted to factors that are directly related to the classroom practice of listening skill due to the complexity nature of other factors. This is because classrooms are full of different students with different minds, culture, ethnic group, and psychological problem.

1.5. Limitations of the Study

The writer encountered the following limitations while conducting this study: in the field of research, researchers face different problems or causes of limitations in conducting research activities. These could be lack of experience, time, money, up-to-date literature and so on. It is true, here, since this researcher was beginner, he faced lack of experience, shortage of money, lack of ample time and skill to use and the availability video machine in order to conduct the classroom observations.

As mentioned above, the other constraints that the writer of this paper faced while conducting the research were financial problem and time constraints since he had to teach certain periods, and conduct the research work at the same time.

Besides, it would have been better had the study included more schools. Because the problems mentioned above the researcher's work happen to confine with one school.

Chapter Two

2. Review of Related Literature

2.1 Definition of Listening as a Skill

Many scholars define listening in different ways based on their viewpoints, beliefs and studies they conducted in the area. Among these, Chenfeld (1987:104) defines listening “as the process by which spoken language is converted to meaning in activity of paying attention and trying to get meaning for something we hear.” In other words, it is a process where the listener tries to identify what the speaker is telling him/her. Mathews (1993), on his part, gives the following definition regarding the importance of listening in social interactions, “Listening is probably the most valuable skill a person can bring to an interpersonal relationship.” Underwood (1989:1) stated the following “Listening is the activity of paying attention to and trying to get meaning from something we hear.”

She further underscores that unlike hearing to sounds, noises, chatter, etc., listening is an active process which seeks for understanding what the speaker mean. Agreeing with Underwood’s point of view, McDonough and Shaw (1993) stressed that the thought of listening as a passive skill is wrong since listening involves number of sub-process.

The Longman Dictionary of Language and Applied Linguistics (1992) defines the term ‘listening comprehension’ as follows: “The process of understanding speech in a second or foreign language.” Mendelson (1994) in Gilakjani (2011:978) defines listening comprehension as “the ability to understand the spoken language of native speakers.” Both definitions share the same thing i.e. native speaker’s language or second language.

Citing O’Malley, Chamot, and Kupper (1989:19) in Gilakjani (2011) states another definition of listening comprehension, “...is an active and conscious

process in which the listener construct meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement.” From this definition it is possible to learn that listening comprehension is a difficult skill that involves a number of tasks which needs to be performed by the learner. Some of the tasks according to Tyagi (2013) could be hearing, understanding, remembering, evaluating and eventually responding.

Guo and Willis (2005:3) in Dehghani (2012:106) stated the following about the importance of listening comprehension, “It provides the foundation for all facets of language /acquisition, and plays a life-long role in the process of communication.”

Even if second language listening according to many scholars remains the least researched skill of all skills, it has touched at least three aspects of language teaching. These are:

- **Cognitive issues** – like bottom-up and top-down processes
- **Affective issues**- like motivation and anxiety in listening
- **Linguistic factors**- like lexis, phonology, syntax, etc. according to Kurita (2012)

In order to exhibit that listening comprehension is an interactive process Brown (2001) in Gilkjakni (2011) points out that listening comprehension cannot be considered as a unidirectional receiving of audible symbols, but it should be learned as interactive process.

Strengthening the same view, Underwood (1989:4) elaborates her argument by the following illustration:

communication has broken down. This doesn't mean that the message has not been heard- i.e. that sounds have not been received. It means that the listener has either not been paying

sufficient attention or, whilst paying attention and trying to grasp the message, has not managed to understand it.

According to Howatt and Dakin (1974), listening is defined as an ability to identify and understanding what other individuals are saying. This involves understanding a speaker's accent or pronunciation, his grammar, vocabulary, and grasping his meaning.

According to Hamouda (2013) language acquisition is achieved primarily by receiving 'Understandable inputs' and listening ability is the critical components in achieving understandable language input.

Sharing Howatt and Dakin's (1974) point of view Hamouda (2013:2) depicts "Listening is a complex and active mental process that involves perception, attention, cognition and memory." In other words, the process of listening involves various processes from receiving the sounds up to finding the meaning.

Unlike hearing, which is receiving a number of sounds from the surrounding environment without bothering to understand what their message is, listening comprehension requires full attention and exerting much effort to go through in complex processes, and to comprehend, interpret and finally respond to the message of the speaker without misunderstanding the meaning. Agreeing with this point, Buck (2001) states,

Listening comprehension is the result of an interaction between a number of information sources, which include acoustic input, different types of linguistic knowledge, details of the context, and general world knowledge, and so forth, relevant to help them interpret what the speaker is saying. (p.3)

Besides, in order to listen effectively the language learner is expected to have linguistic knowledge that fit for the level (i.e. elementary, high school, college,

etc.) In other words, if we, for example, provide a student from elementary school with language input beyond his level, it will be problematic for the student to understand the message because of the unfamiliarity of most of the words and the grammar part. Hence, knowledge has its own share in listening comprehension. With respect to this Vandergrift (2002) in Liubiniene (2009:89) asserts listening as follows, “listening is an interactive, interpretative process where listeners use both their prior knowledge and linguistic knowledge in understanding messages.”

To sum up, listening is one of the four basic skills of language learning process which demands for essential processes (i.e. bottom –up and top-down), motivating input, the learner’s devoted attention, and so forth so as to realize comprehension and effective communication. Thus, based on the above definition one can deduce that equipping with listening strategies for a language learner is not only important but also mandatory.

2.2 Types of Listening

Listening is classified into different categories. Some scholars classified listening broadly depending upon the objective, the message of the speaker, and the intent of the listener. Jennerich (2005) classifies types of listening into four:

- 1) **Inactive listening**- according to Jennerich, this type of listening occurs when the student is physically present in the classroom and hear the words that the teacher is speaking, but his/her mind is somewhere else.
- 2) **Selective listening** – this kind of listening which happens when the student focuses on the part he/she only wants to listen by filtering out the rest.
- 3) **Active listening**- take place when the student listen without being judgemental, empathetic, and when he/she ‘blocks out’ the listening barriers. In active listening the student reads the ‘emotional meaning’ of

the speaker. In other words, the listener is interested with the filling, thought, and motive of the speaker. Tyagi (2013)

- 4) **Reflective listening**- is an advanced type of active listening which requires for clarification. The listener restates, paraphrases his or her understanding of the message and reflect it back to the speaker for verification in this type of listening. (Ibid)

Tyagi (2013:4) on her part listed down types of listening as follows (some of the above mentioned are also included)

1.	Active listening	Listening in a way that demonstrates interest and encourages continued speaking
2.	Appreciative listening	Looking for ways to accept and appreciate the other person through what they say. Seeking opportunity to praise Alternatively listening to something for pleasure, such as to music
3.	Attentive listening	Listening obviously and carefully, showing attention
4.	Biased listening	Listening through the filter of personal bias i.e. the person hears only what they want to listen
5.	Causal listening	Listening without obviously showing attention. Actual attention may vary a lot
6.	Comprehension listening	Listening to understand, Seeking meaning (but little more)
7.	Critical listening	Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says
8.	Deep listening	Seeking to understand the person, their personality and their real and unspoken meanings and motivators
9.	Discriminative listening	Listening for something specific but nothing else (e.g. A baby crying)
10.	Emphatic listening	Seeking to understand what the other person is feeling

		Demonstrating this empathy
11.	Evaluative listening	Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says
12.	Inactive listening	Pretending to listen but actually spending more time thinking
13.	Judgmental listening	Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says
14.	Partial listening	Listening most of the time but also spending some time day-dreaming or thinking of a response
15.	Reflective listening	Listening, and then reflecting back to the other person what they have said
16.	Relationship listening	Listening in order to support and develop a relationship with the other person
17.	Sympathetic listening	Listening with concern for the well-being of the other person
18.	Therapeutic listening	Seeking to understand what the other person is feeling. Demonstrating this empathy
19.	Total listening	Paying very close attention in active listening to what is said and the deeper meaning found through how it is said

2.2.1 The Three Modes of Listening

In addition to what is mentioned above, listening has another taxonomical category based on the directional mode. According to Celce-Murcia (2001:72), listening has three directional modes:

- a. Bidirectional listening-** a two-way communicative listening e.g. Chatting
- b. Unidirectional listening-** a one-way communicative listening e.g. listening to radio, TV, public address, etc.

c. Auto directional listening- self-dialogue communication.

2.3 Real Life Listening in the Classroom

According to Ur (2008) and Snow (2007) real life listening varies from classroom listening in a number of ways. Classroom listening mostly seeks for reading the passage aloud, lowering the pace of the speech, and providing post listening comprehension questions. Listening, however, is not limited in the classroom. Hence, students should be exposed to 'at least some of the features of real- life situations.' She further argues that it seems that there is a contradiction in terms to mean classroom listening is not real-life listening. So as to make students effective listeners both in and outside their classroom, it would be helpful to base listening on some of the features of real-life listening.

In addition to this, according to Snow (2007), simulating real-life situation by using authentic materials, designing appropriate task is likely to be motivating and interesting to the learners. Agreeing with Ur's view Doff (1995:198) states the following about second language learners:

In a situation where learners are living in a country where English is the first language, they have plenty of 'exposure' to the language- they hear all the time, and can acquire it more easily than learners who do not hear English spoken around them. So we need to give these learners as much opportunity to listen to spoken English as possible.

In the Ethiopian context, most of the primary and high school students do not have the opportunity to take native speakers as models. This situation could probably vary from place to place and from school to school.

On his part Abu Hatab (2010) argues that foreign language students have 'great difficulty' of listening and comprehending the native speakers' spoken English in real life. The major causes of this, according to him, are the degree

of exposure that students get to hear the language produced by the native speakers, and of course the little care given to teaching listening.

2.4. The Purpose of Teaching Listening Comprehension

Underwood (1989:4) points out the following about the purpose of teaching listening comprehension “By ‘Learning to listen’ then, we mean that we want our students to attend to what they hear to process it, to understand it, to interpret it, to evaluate it, to respond to it.” This means in other words, we, as teachers want them to get involved in the process of communication and become active listeners.

Likewise, Rixon (1986:1) states the following about the purpose of teaching listening comprehension “The aim of teaching comprehension is (should be) to help learners of variety of different types of listening in real life.”

Rixon(1986) believes that teaching listening comprehension enables learners to:

- listening to the radio,
- listening to announcements in stations, airports, etc.,
- participating in a conversation face-to-face,
- watching a film or play, TV,
- participating in a meeting, seminars or discussion,
- taking part in a lesson,
- listening to a talk or lecture,
- eavesdropping on other people’s conversations,
- participating in a telephone conversation.”

Rixon (1986) denotes that not all the situations listed above equally important to every student.

Even though helping students become ready to confront with the situations mentioned above is necessary to engage themselves in real life activities is vital, it does not mean that they need all situations equivalently.

2.5 The Use of Aural Authentic Materials

What are authentic materials? Mc Donald (2010:1) uses the term authentic to refer to “recordings not initially made for the purpose of language teaching and learning.” Sharing a common ground with her, Rogers and Medley (1988) in Buritica (2012:34) define the term as “language samples... that reflect naturalness of form, and appropriateness of cultural context that would be found in the language as used by the native speakers.” Nunan (1999) in Oura (2010:67) defines authentic materials “spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching.” From those definitions it is possible to conclude that authentic materials are materials that are found in a natural setting, and are not prepared for language teaching.

According to Nunan (1999), students can have the opportunity of practicing listening outside their classroom based on genuine language information taken from many different sources. But this is not an easy task to most non-native students. To assert this point McDonald (2010:1) states the following, “...text authenticity equals to too much difficulty.” She further underscores that student may become unconfident in their ability to listen to different accents of the native speakers. Authentic records which feature voices of native speakers of any country where English is spoken will present many challenges to ‘non-expert listener.’

Nowadays, many scholars support the use of authentic materials in addition to the texts. Oura (2010:66) Says, “Once teachers start to use authentic materials and observe the impact the real world context has on students, they may

actually seek out ways to incorporate them more into lesson plans.” This implies that the use of authentic materials in classrooms can have a positive impact in improving the students listening skill in the real world interactions.

In Ethiopia, English language teachers who teach at different levels and different schools use textbooks to teach listening. Almost all of these textbooks are designed by the Ministry Of Education. In the ministry ICEDR has done its level best to make the inputs in the listening text up to the needs and interests of the students, as far as the knowledge of the researcher is concerned.

The researcher believes that teaching listening doesn’t mean making students to become good listeners only in classrooms, but equipping them with skills and strategies through which they efficiently encounter real-life listening. This means that listening to teachers’ lectures or briefings doesn’t mean to possess the ability to listen to foreigners/the native speakers. To insure this, different listening activities should be employed.

2.6 Types of Listening Comprehension Activities

There are different types of listening activities in the textbooks of different grade levels. Ur (2008:13) has selected the following by the amount and complexity of response demanded of the learner. These are namely short responses, long responses, and extended responses:

2.6.1 Short Responses

- Obeying instructions: Here learners are expected to perform actions, or draw pictures or shapes, in response to instructions.
- Ticking off items: A list, text or picture is provided: listeners mark or tick off words or components as they hear them within a story or spoken discourse.
- True/false: The listening passage consists of both true and false statements. Learners write tick or cross to indicate whether the statements are right or wrong.

- Detecting mistakes: The teacher presents stories or descriptions that are common or familiar to the students. The stories, however, include deliberate mistakes. In this type of activity, students are expected to call out or raise their hand when they hear something that is incorrect.
- Cloze: The text consists of occasional brief gaps, represented by silence or buzz. Here learners write down the missing word. (N.B the text should be recorded)
- Guessing definitions: A short definition of a person, place, thing, action, etc. is given to learners, and they write down what it is.
- Skimming and Scanning: A recorded short text is provided to students to make students identify the general idea (to skim), or specific points (to scan) and note the answers from the given alternatives.

2.6.2 Long Response

- Answering Questions students are expected to write down fairly full, lengthy sentences after they listen to a text. The questions are given in advance.
- Note Taking: students take short notes from a short lecture or talk.
- Paraphrasing and translating: The students rewrite the listening text In their own words (paraphrase) either in English or in another language (translation)
- Long gap filing: Students are expected to fill in the long gaps that are provided to them in different parts of the text either by speaking orally or by writing down the answers

2.6.3 Extended Response

These types of listening activities embrace other skills like reading, writing or speaking.

- Problem-solving: A problem is provided to the student so that they can discuss, and find out the solution together.
- Interpretation: The students are given an extract of a piece of dialogue, with no previous information. The teacher let them guess what is going on from the voices, tone and any other evidence. This is to guarantee the students' effective listening.

2.7. Benefit of Effective Listening Skills

Human beings need to develop listening before other skills like speaking to acquire or learn a language. In addition, listening is a skill through which a listener get information about the world.

According to Buritica (2012) adults spend 42.1 percent of their total verbal communication time in listening and they spend 31.9 percent, 15percent, and 11 percent of their verbal communication time speaking, reading, and writing. According to Woottipong (2014), these provide the following justification to disclose the importance of listening in foreign language learning.

1. A child acquires his mother's language through listening before he or she develops the other skills so does a new language learner.
2. Listening enables learners to develop attention to new forms in language i.e. vocabulary, grammar and 'interaction patterns.'
3. Listening helps a child become a good reader later.
4. A child use listening skill throughout his life. Thus, if a child develops strong listening comprehension skill early, the skill he/she has acquired will enable the child to become a better listener.
5. Having creative thought and problem-solving skills seeks for good listening skills.

In addition, Tyagi (2013) denotes the following about the benefits of effective listening:

- i. Effective communication- listeners take their own share in understanding the messages during any interaction.

- ii. Fewer misunderstandings-effective listening can serve as one of the tools to prevent misunderstanding.
- iii.Improved Relationships- misunderstandings can cause damages on either personal or group relationships. Hence, sound listening practices contribute a lot to strong relationships.
- iv.Personal growth- effective listening equips the listener with an attitude of exploring new ideas.

2.8 Bottom-up and Top-down Processes

Listening involves two processes. They are bottom-up and top-down processes. These processes have their own role to play in the mind of the listener in order to enable the listener listen and understand what the speaker is saying.

2.8.1 Bottom-up Process

According to Buck (2001) language processing begins by taking inputs or phonemes (the smallest sound segments that can carry meaning), and the process continues on to higher stages of syntactic and semantic levels where the listeners arrives at understanding of the basic linguistic meaning and finally interprets what the speaker is saying.

Tyagi (2013:3) states the following considering bottom-up as strategy.

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

- listening for specific details,
- recognizing cognates, and
- recognizing word-order patterns.

2.8.2 Top-down Process

For Buck top-down process is a stage where the listener uses and relates his/her linguistic knowledge with his/ her prior general world knowledge and interprets what the speaker is trying to say or what the gist of his message is. Tyagi (2013) on her part affirms the following. Top-down strategies include

- listening for the main idea,
- predicting,
- drawing inferences,
- summarizing.

Top-down strategies are listener based. The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. These background knowledge activities of expectations that help the listener to interpret what is heard and anticipate what will come next.

As a result, listening comprehension in both bottom-up and top-down processes entails the following five stages:

- the input to the listener;
- applying knowledge of the language;
- using world knowledge;
- the context of communication;
- Building mental representation of meaning.

2.9. Problems that Learners Encounter When Learning

Listening

Learning listening is a very difficult task because of a number of reasons. Hamuda (2010) Underwood (1989), Ur (2008) and Buck (2001) indicated the following parts regarding the potential problem of learning listening:

1. Lack of control over the speed at which speakers speak

Due to the swiftness of the speaker's speech, students will miss the next part while trying to process the meaning of the part that they have already heard. This is because the student cannot control the speed of the speaker while speaking.

2. Not being able to get things repeated

In classroom situations, teachers have the mandate saying ``Let us listen again.``

In our context, however, the teacher has to read the listening text before letting their students do the comprehension question.

3. The Listener's limited Vocabulary

For students who learn English as a foreign language listening to unknown word could be like `a suddenly dropped barrier` that can make them stop and contemplate about the meaning of the new word so that they could probably miss the next part of the speech.

4. Failure to reorganize the signals

Students of EFL may have the problem of recognizing signals, like discourse markers, examples, repeating a point, etc. that are necessary for the smooth flow of one point to another.

5. Problems of Interpretation

Many students have a difficulty of interpreting words, phrasal verbs & others if they are not familiar with the context. Briefly speaking, as a foreign language student they can only have the knowledge of their `surface meaning.`

6. Inability to concentrate

In learning listening, the slightest break in attention can cause a serious comprehension problem. This can be caused by lack of interest or boredom. According to Buck (2001) different listeners have different motives-different interests and needs.

7. Established learning Habits

Traditionally, teachers shoulder most the burden of learning listening in order to simplify their lesson & make their students understand everything. They do this by `repeating and pronouncing words carefully, grading the language to suit their level, by speaking slowly and pausing frequently.` because of this students may encounter a challenge of listening to the utterance of native speakers in real life listening and they could be frustrated when they miss a particular word or phrase while listening.

8. Coping with `noise` or external interference

While-listening foreign language, learners could be exposed to indistinct pronunciation and outside interference. Chatter or any other noises outside the classroom can cause the drowning of some words.

9. Understanding different accents

Even though no accent is `inferior or wrong, students can claim a non-native speaker`s accent as a barrier for the problem of their understanding. This, in fact, doesn`t mean that there is no problem of listening to teachers with different accents.

10. Using Visual and aural environmental clues

Giving `context or using visual stimuli` to students plays a significant role in making them understand the meaning of the text. If texts are not accompanied by visuals (especially at lower levels) students, for example, could mistook words which have the same sound (i.e. house for horse)

In spite of the reference of this problem to lower grade levels by the scholars, the researcher believes that this problem is one of the challenges our students encounter while learning listening.

Hence, supporting the listening texts by visuals can play a pivotal role in avoiding confusion from the students' mind. In addition to this, classroom listening should be given in phases or stages.

2.10 Three Stages of Teaching Listening

Teaching listening incorporates different activities and purposes. These activities with their respective purposes are carried out in the beginning, in the middle or in the end of the class. In order to sort out these activities, scholars like Underwood (1989:31) theorized on three stages of listening: pre-listening, while-listening, & post-listening activities.

De Chile (2015:3) states the following "Listening classes should be easy and should build confidence of the learner." Elaborating his view point, he underlines the following points:

- Topics should be familiar to students.
- Text should be modified depending on the significance in each situation.
- Tasks should be made simple and easy.

2.10.1.Pre-listening Stages

In teaching listening creating expectations in the minds of students about what they are going to listen, & arousing their interest is significant. Regarding this, Underwood (1989:30) states:

It is unfair to plunge students straight into the listening text, even when texting rather than teaching listening comprehension, as this makes it extremely difficult for them to use the natural listening skills(which we all use in our native language) of matching what

they hear with what they expect to hear and using their previous knowledge to make sense of it . So, before listening, students should be 'tuned in' so that they know what to expect, both in general and for particular tasks. This kind of preparatory work is generally described as 'pre-listening work' or just 'pre-listening'.

What are the pre -listening activities? Underwood (1989:31) states activities of pre-listening stage as follows:

- the teacher giving background information;
- the student reading something relevant;
- the students looking at pictures;
- discussion of the topic/situation;
- a question and answer session;
- written exercises;
- following the instructions for the while-listening activity;
- consideration of how the while-listening activity will be done.

She also discloses the following specific ideas of pre-listening stage activities. (Ibid)

- looking at pictures before listening;
- looking at a list of items/thought/etc. before listening;
- making lists of possibilities/ideas/suggestions/etc;
- reading a text before listening;
- reading through questions (to be answered while listening);
- labeling a picture;
- completing part of a chart;
- predicting/speculating;
- previewing the language which will be heard in the listening text;
- Informal teacher talk and discussion. (35-43)

In our context, the text book for grade 12 provides photographs, pictures, and instructions that indicate what students should do.

De Chile (2015) on his part recommends the following strategies for the pre-listening stage.

1. **Motivate** students by connecting to their prior knowledge of the topic
2. **Provide key words** needed for understanding (few words).
3. **Build context** by providing information (place, time, numbers of speakers, etc.) to help students construct meaning.
4. **Ask Students to make a prediction** (students will have to guess the answer, and they will find out if they are right only by listening.)

2.10.2. While-listening Stage

Once again, this stage informs students the purposes of this stage. In other words, in this stage students are aware of the particular activities needed to be performed, for example listening for specific information, or general idea.

Here are some of specific activities of while-listening stage:

- making/checking items in pictures
- Which picture?
- storyline picture
- putting pictures in order
- completing pictures
- picture drawing
- carrying out actions
- making models/arranging items in patterns
- following a route
- completing grids
- from/chart completion
- labeling
- using lists
- true/ false
- multiple-choice questions
- text completion (gap-filling)
- spotting mistakes
- predicting
- seeking specific items of information Underwood (42-79)

In addition, De Chile (2015) suggests the following points for this stage:

First listening: verify predictions, assign and attempt to answer task.

Second listening: revise answer, provide answer/feedback, assign and attempt to answer task.

Third listening: revise answer, provide answer/feedback. He, in the mean time, states the following examples of listening tasks:

1. Yes/No, True/False, “either ... or ”
2. Choose items from a list with a few distracters
3. Put in chronological order by numbering.
4. Correct factual details: colors, times, prices, places, etc.
5. Match up halves of sentences.
6. Take notes
7. Fill gaps with one or two words maximum.

2.10.3. Post-listening Stage

In our case, most activities of listening comprehension occur in this stage. It is in this stage that most of the listening comprehension exercises are given to students. Underwood (1989:74) describes the works in this stage as activities which are done after the listening is completed.

This is the stage where the whole understanding of the listening text by students is revealed. Hence, students may be expected to deal with the following activities:

- form/chart completion
- extending lists
- sequencing/ ‘grading’
- matching with a reading text
- extending notes into reading responses
- summarizing
- using information from the listening text for problem-solving
- jigsaw listening
- identifying relationships between speakers
- establishing the mood/attitude/ behavior of the speaker
- role-play/simulation
- dictation (Ibid:81-92)

In his recommendations for post listening stage, De Chile (2015) suggests the following points for the following class:

First: Design comprehension tasks, which integrate the speaking skill. For example, retelling, role plays, dramatizations.

Second: Reinforce grammar, vocabulary, or pronunciation elements in the text.

Third: Design follow up activities relating the topic with students' experiences or other disciplines.

He also gives the following advice to teachers about the do's and don'ts of teaching listening comprehension.

- Teach and talk in English.
- Don't make students understand every single word.
- Have students listen without the script.
- Allow sufficient time between the listening tasks for students to revise and share their answers before you provide feedback.
- Keep instructions simple.
- Expose students to a variety of listening texts: monologues, dialogues, songs, textbook recordings, etc.
- Supplement the text book with authentic material.
- Make sure tasks are challenging and motivating, but most importantly achievable.

Generally, the scholars recommended different kinds of strategies through which listening skill is taught and learnt by teachers and students. Hence, teachers are expected to employ these strategies effectively so as to achieve the objectives set to teach listening.

2.11. Teacher's Role

While teaching listening, selecting materials and preparing, and facilitating the lesson lies on the shoulder of the teacher. Effective listening realized when the teacher is able to motivate and draw students' attention to the listening text. Hence, teachers should leave no stone unturned to motivate their students and bring about conducive atmosphere for teaching listening. Oura (2010:67) has the following to say about this: "one of the most challenging tasks constantly facing language teachers is how to capture the interest and to stimulate the imagination of their students so that they will be more motivated to learn."

Besides, informing students about possible problems that they encounter while learning listening processes of listening should also be one of the major tasks of teachers. Gilakjani and Ahmadi (2011:977) state the following about the importance of this task:

When students are aware of the factors that affect listening, the levels of listening, and the components of the listening processes, they are more likely to recognize their own listening abilities and try to prevent failure so that they can support the learner's interpretation of the text.

Ur (2008:110) on here part says "The fact that learners are active during the listening rather than waiting to the end keeps them busy and helps to prevent boredom."

In our context, this is not common. In order to create suitable atmosphere for teaching listening and make students play their own role, teachers in Ethiopia need to take this point into account. In other words, students should get directions about the tasks and the barriers, i.e. 'what to listen, when to listen, how to listen, and the challenges they will encounter while listening.

Generally, teachers are responsible to make students' anxiety less and/ or create stress free environment which help students participate in learning listening and take their own fair share to promote effective listening.

Carter and Nunan (2000:11) state:

Effective teaching involves

- careful selection of input sources (appropriately authentic, interesting, varied and challenging);
- creative design of tasks (well-structured, with opportunities for learners to activate their own knowledge and experience and to monitor what they are doing);
- assistance to help learners enact effective listening strategies (meta-cognitive, cognitive and social);
- integration of listening with other learning purposes (with appropriate links to speaking, reading and writing).

2.12. The Role of Textbooks in ESL/EFL Classrooms

Textbooks have served a lot in the teaching and learning sector in almost all educational levels. Most of the disciplines in classrooms highly seek for the use of textbooks so as to promote teaching-learning process. ESL/EFL classrooms are among others.

In Ethiopia, almost all primary, secondary or tertiary schools and colleges use textbooks to teach English language. Instructing different languages skills including listening very much rely on the use of text books. The relationship of text books usage and teaching listening skill is, therefore, indispensable, in our context.

Wen-Chang, Chien-Hung and Chung-Chieh (2011:91) state the following about the role of textbooks:

Textbooks provide novice teachers with guidance in course and activity design; it assures a measure of structure, consistency, and logical progression in a class; it meets a learner's needs or expectation of having something concrete to work from and take home for further study; it may provide multiple resources: tapes, CD, videos, self study workbooks, etc.

As the scholars pointed out, textbooks render a benevolent support to teachers and students alike. According to these scholars, teachers spend most of their time in class using textbooks, so if they want the outcome of the teaching-learning process effective, they must choose appropriate textbooks.

From their argument it is possible to understand the need for making textbooks suitable to the situations in the classroom. This process may demand adapting textbooks, among others.

Adapting textbooks, in our context, is a duty/task which is given to the MoE (Institute for Curriculum Development and Research. This doesn't mean that teachers do not have a role in this regard. Teachers can provide valuable contribution through their practical evaluation of textbooks, and their valuable feedback.

Furthermore, since textbooks play a key role in language teaching by giving contents or inputs to students and teachers, they need to have the following characteristics, according to Gretchen (2003) in Wen-Chang, Chien-Hung and Chung-Chieh (2011:94).

- They are up-to-date (e.g. published within the last ten years).
- They contain relevant content.
- They take into account the linguistic and cultural diversity of the student population.
- The layout and formatting (including font size) is appropriate for the student population.
- Visuals and graphics are clear, appropriate for adults and culturally sensitive.
- Voice and sound in audiovisual materials are clear, authentic, and appropriate.
- The material addresses a variety of learning styles.
- The materials are conducive to being used with the variety of grouping strategies.

- The material contains exercises in which learners share previous experience with prior knowledge of the content.

LAUSDTE (2002) in (Ibid) suggest the following points as model standards for teaching strategies and methods in realizing the textbook effectiveness:

- Integrate four language skills: listening, speaking, reading and writing.
- Incorporate life skills included in course outline.
- Receptive skills before productive (listen/read/ before speak/write).
- Integrate different learning styles: aural, oral, visual, kinesthetic.
- Incorporates and varies different methodologies and techniques
- Grouping strategies: individual, pair, group and teamwork.
- Incorporates higher level thinking skills and problem solving.
- Sufficient student practice.
- Grammar: taught in context; spiraling activities.
- Interactive/communicative approaches.
- Vocabulary: target vocabulary in lesson, recycled in lesson.
- Listening: pre-listening, while-listening, post-listening activities; theme recycled.
- Writing activities integrated in text.
- Assessments and self evaluations at end of unit; final tests.
- Design and format: illustrations, type size, color/black white, layout.
- Pace appropriate to level.
- Promote cross-cultural awareness.

According to Mukundan(2011), the following points contribute their own role for the effectiveness of the textbook:

- The book has appropriate tasks with well-defined goals.
- Instructions are clear.
- Tasks are efficiently graded according to complexity.

Here, the scholars mentioned the most crucial points which can be taken as important criteria for any language textbook. Thus, it is believed that English language textbooks in our schools are expected to possess all or most of these.

2.13. Learner's Role

The goal of teaching listening is unattainable without active and sound engagement of the student. With regard to this, Liubiniene (2009:89) points out, "...listening emerges first and foremost as a process and second as a product. Consequently, learners become responsible for their own learning and gain control over the listening process." Likewise, Kline (1996) in CAP (2014:1) states, "your responsibility as a listener is to receiving, attending, and understanding auditory messages." Elaborating his viewpoint, he further recommends the following techniques to become effective listening:

- **Prepare to listen:** Get ready physically and mentally. In other words, direct your attention assuming that the speaker is the only person on earth.
- **Adjust to the situation:** adjust yourself to listen attentively in spite of external noise, the speaker's accent, and the like.
- **Focus on ideas and key points:** filter out 'the technical facets' and focus on the main ideas without being biased by likes or dislikes.
- **Capitalize on speed differential:** Thought is faster than speech. Your mind can process the material faster than the speaker's speech.
- **Organize the material for learning:** answer the following questions by organizing the speaker's words:
 - What is the speaker's point?
 - What ideas should I remember?
 - How does this information relate to what I already know?
- **Delay judgment:** listen to the whole message before you rush to judge.
- **Don't tune out "dry" subjects:** the topic /the point you are not interested in may be critical to someone else.

- **Establish an eye contact with the speaker:** Enable the speaker your willingness to listen through your eye.
- **Take effective notes:** use any kind of suitable method, and focus on the main points when you take notes.
- **Avoid negative mannerisms:** avoid fidgeting, looking at your watch, tapping a pencil, and the like so as not distract the speaker.
- **Expand your linguistic knowledge span:** learn elements of grammatical structure and new vocabulary from the text.
- **Engage yourself:** if you are, for example, listening to a lecture or a teacher's explanation, ask questions for clarifications.
- **Don't interrupt:** don't complete the speaker's sentences in advance.

Generally, trying to materialize all the recommendations of the scholars might be a bit difficult for our students. Nevertheless, students are expected to exert their utmost effort to make them happen if they want to become effective listeners.

Chapter Three

Research Methodology

This chapter deals with the research Methods that were used to collect the desired data to attain the objectives of the study. It discusses a brief description of the School, research design, selection of school and grade level, participants, sampling procedures, frame and size, data collection tools, data collection procedure and method of data analysis.

3.1 Brief Description of the School

Abyot Kirs Preparatory School is located in Kirkos Sub-City in Addis Ababa. It was established in 1937 E.C., by Canadian Missionaries. The School was known as Girls Christian Academy (GCA) from 1951-1971 E.C., but after 1971 E.C. it was named as Abyot Kirs Secondary School.

The school has been offering preparatory program for the tertiary level since 1994 E.C. Currently, 132 teachers (99 male) and (33 female) are working in the school.

3.2. Research Design

The central concern of this study is finding out how grade 12 teachers teach listening comprehension and the reaction of the students towards the lesson.

The researcher employed descriptive method and mixed approach to conduct the study. The researcher selected descriptive method because he believed that this method is more convenient to use in studies related to language learning and teaching.

3.3. Selection of School and Grade Level

As mentioned in chapter one, the researcher chose the School because it is the only government preparatory school in the Sub-City and formerly it was

famous for passing large number of students the EHEECE continuously for number years.

The rationale for the Selection of 12th grade is that the students of this grade level are expected to join different universities a year later. Hence, developing good listening skills will help them to encounter a lot of challenges in listening to their lecturers (both native and non-native speakers of English language) which might have a strong impact to hamper their learning.

3.4. The Participants

The research was conducted on a sample of 150(53 male, 97 female) grade 12 students. Out of the 150 sample students 16 (9 female, 7 male) did not respond to all items of the questionnaire. Therefore, the researcher analyzed the responses of 134 students (46 male, 88 female). This number, as a result, makes up about 15% of the total population.

The study also involved 9 teachers who teach English language in grade 12

3.5. Sampling procedure, Sample Frame and Size

The study took almost all English language teachers who teach in grade 12 in Abyot Kirs Preparatory School. Here, the researcher used comprehensive sampling techniques in order to select all teachers.

The School has 23 sections of this grade level each section has from 35-40 students (about 38 students on average in each section). This makes the total number of students 876 (550 female, 326 male). As mentioned above, 150 students were randomly selected from each section, but the study was conducted on 134 students only because of the reason mentioned above.

No.	Types of Respondents	Sample Population	Sample size	%	Sampling Technique
1	Teacher	10	9	90%	Comprehensive
2	Student	876	134	15%	Simple random

3.6. Data Collection Tools

To gather data, questionnaires (for both teachers and students), content analysis of the textbook and classroom observation were used.

3.6.1 Questionnaires

Questionnaires have been used by many researchers to investigate different language skills Gao, (2004). In addition, questionnaires enable researchers to gather information from a large number of people in a short time. Here, the researcher used questionnaires by taking the number of the students into account.

Two types of questionnaires were developed and administered to the teachers and the students. (See appendices A and C). The students' questionnaire was prepared in Amharic. It consists of 5 parts. Part 1: deals with personal information. Part 2: 4 items refer to the teachers. Part 3: 5 items deal with the students themselves. Part 4: 2 items refer to the textbook. Part 5: 19 items deal with their classroom practice. Among these, item 2 and 8, in part 2 are open-ended questions. The rest are close-ended items.

The teachers' questionnaire accommodated 53 items in 6 sections: personal information (4 items), in service training (3 items), teachers' book and supportive material (6 items), the role of textbook in teaching listening (15 items-14 close-ended and 1 open-ended), in direction 5 of the teacher's questionnaire, 1 item deals with teacher and 5 items the students' classroom listening practices, and finally 19 items deal with the teacher's classroom teaching practices.

In both questionnaires (for the students and the teachers), the close-ended items sub-divided into two types. By considering the respondent's perception of the practice of teaching and learning listening and the extent of agreement and disagreement based on Likert Scale (never, rarely, sometimes often and always), to answer the question how often? and (all of them, most of them, some of them and none of them) to respond to the amount, and "yes" or "no" answer questions. The questionnaires were taken and developed from Terril et.al (2003), Wong,(2011) and Hargewein (2003).

3.6.2 Classroom Observation

The classroom observation was conducted to check whether teachers practiced the principles of listening lesson in their classroom while the actual class lesson was going on. The observation was made based on the checklist was taken and developed from Cunningham (1995), Rost (1990), and Richards (1985) in Haregwoin (2003) and Wong (2011) and Terril et. al (2003).The checklist included 22 items which deals with the principles of teaching listening. 19 of them target the teachers, while the remaining 3 deal with the students' classroom practices in listening classes. The classroom observation was made in order to triangulate the responses that teachers and the students gave to the questionnaire.

3.6.3 Content Analysis

As already indicated in 3.2 the students of this grade level have started preparing themselves for university education. Hence, in order to support them achieve their objective, it was necessary to find out whether the characteristics and activities of the contents in the textbook and teacher's book, and the teaching strategies appropriate to the students or not. To carry out this, a content analysis checklist was taken and developed from Cunningsworth (1995), Daniel (2007), and Haregwoin(2003). Based on the checklist descriptive analysis of the content of the listening components was made and a short

summary of listening text topic, input resource, listening activity type, listening skill practiced in each unit is presented in a content map.

3.7. Procedures of Data Collection

The researcher adopted three steps in collecting data for the study. First, relevant literature was reviewed to get adequate information on the topic. Secondly, objectives and research questions were formulated to show the direction of the study. In the third step data gathering tools were developed.

Before administering the questionnaires both to students and teachers, the researcher briefed them with short orientation about the purpose of the questionnaires. The data from the questionnaires were collected immediately after the respondents provided their answers in the questionnaires.

Classroom observations were conducted right after the questionnaires had been gathered by talking to the teachers about the appropriate schedules of their listening classes. Then, the findings of the study were analyzed by using number (amount) and percentages. Finally, the analyzed data were interpreted and recommendations were provided.

3.8. Data Analysis Method

The researcher used both quantitative and qualitative methods. The quantitative method was used to quantify and analyze the close-ended questions of three tools while the qualitative was used to analyze the open-ended questions of the questionnaires.

The researcher also employed content map to reveal a brief summary of listening text topics, input resources, listening activity type, listening skills practiced, number of exercises and page number of the listening sections of the text book.

Chapter Four

Data Presentation, Analysis and Discussions

This chapter is concerned with the presentation, analysis and interpretation of the findings. As was pointed out in chapter three, the data were gathered through questionnaire, content analysis of the text book, and classroom observation. Participant teachers and students were required to rate each statement using a 5-point Likert Scale (from 0 “Never” to 5 “always”), 4-5 points Likert Scale depending up on the appropriateness (from “None of them” to “all of them”), and “Yes” or “No” responses.

4.1 General Information about Teachers

All of the teachers who participated in this study are male. They are between 25-58 years of age. 3 teachers have MA in TEFL (Teaching English as a Foreign Language) while the rest 6 of them have BA/BED. Regarding their teaching experience in general, 3 teachers have 1-10 years, 2 teachers 11-20 years, 4 teachers 21-30 years of teaching experience and 1 teacher has taught for 34 years. Their response concerning English language teaching experience, 2 teachers have 4 years, 1 teacher 9 years, and 6 teachers have taught English for 11-25 years. The number of students they teach in a class is 36-40.

4.2 The Significance of In-service Training

Yigit (2008) points out that in-service training offer teachers opportunities to develop ‘reflective teaching methods’ and use effective strategies to transmit their skills and knowledge into the classrooms. In addition to this, in service training activities can also facilitate teachers to:

- Keep up with new developments in the professional field;

- Put new developments and insights into practice;
- Reflect on one's own performance;
- Co-operate in policy and practical matters.
- Anticipate and prepare for change;
- Improve the job performance skills (Ibid).

According to Colby (2000), although in-service trainings are mostly provided to teachers in order to update teachers' awareness regarding the teaching methods they employ, it can have 'a direct impact on student achievement'.

As the scholars disclosed it, since knowledge is dynamic, teachers need to take in-service trainings while working in addition to pre-service training that they received in the university and colleges in order to upgrade their knowledge, and learn new teaching strategies.

In this section an attempt was made to discuss teachers' views concerning the significance of in-service training to enable teachers get acquainted with the teaching strategies of the new text book.

Table1: Teachers' response regarding the significance of in-service training

No.	Item	Service	Responses	
			No.	%
1	How long have you been teaching English language in grade 12 using the new textbook?	1 Year	-	-
		2 Years	1	11.1
		3 Years	2	22.2
		4 Years	6	66.6
2	Have you ever taken any kind of in-service training pertaining the introduction New English for Ethiopia grade 12 students book?	Yes	-	-
		No	9	100
3	Do you think providing in-service training right after the introduction of new teaching material is important?	Yes	9	100
		No	-	-

In this table, under item one, the teachers' reaction showed that 6 (66%) of the teachers have been teaching English language in grade 12 using the new textbook for four years (since it has been introduced), 2(22.2%) of the teachers pointed out that they have taught English using the textbook for 3 years while the remaining 1 (11.1%) of the teachers taught English for 2 years in grade 12 using the new text book.

Item two of table 1 shows that none of the participant teachers have taken any kind of in-service training related to the new English for Ethiopia grade 12 textbook. In their response to item 3, all the respondents held the same view, i.e. providing in-service training before the introduction of new teaching material is significant. Here, all the respondents underlined the need for providing in-service training after the introduction of new teaching material unanimously.

As the data implies, none of the teachers have passed through any kind of in-service training to get acquainted with the new grade 12 textbook. Hence, this might confined them with the knowledge they got from university courses and through reading.

Table 2. Teacher's responses concerning the use of teacher's book and other materials

No	Item		No. of Respondent	%
1	Do you use the teacher's book to teach listening?	Always	2	22.2
		Often	2	22.2
		Sometimes	4	44.4
		Rarely	1	11.1
		Never	-	-
		Total	9	100
2	Do you think the teaching strategies are appropriate to teach listening?	All of them	-	
		Most of them	3	33.3
		Some of them	5	55.6
		Few of them	1	11.1
		None of them	-	-
		Total	9	100

3	How often do you implement these strategies?	Always	-	-
		Often	5	55.6
		Sometimes	4	44.4
		Rarely	-	-
		Never	-	-
		Total	9	100
4	Do you use other materials to teach listening?	Yes	5	55.6
		No	4	44.4
		Total	9	100
5	If your response to item 4 is ye, which of the following do you use mostly?	Video recordings	-	-
		Audio recordings	-	-
		Drawings	5	55.6
		Maps	-	-
		Photographs	-	-
		Others	-	-
6	If your response to this item is no, why? Please comment			

In this table, 5 items were stated above, 1 open ended item question was included in this section (see Appendix B). The question in item 6 was set for the respondents who responded negatively to item 4. 4(44.4) of all the teachers pointed out that they do not use other materials to teach listening. According to these teachers, a preparatory school like Abyot Kirs should be well-equipped with different types of teaching aids (gadgets). They further stressed that the absence of such essential materials negatively contributed to the enhancement of teaching listening skills in the school.

As can be seen from Table 2, in response to the question how frequently they use the teacher's book to teach listening 2(22.2%) of the teachers replied that always, another 2(22.2%) of them responded often 4(44.4%) of the teachers disclosed that they use the teachers book sometimes, and 1(11.1%) of them responded rarely. This might imply that not all the teachers use their book to teach listening. From this one can judge that teachers are not in a position to practice the strategies suggested by the teacher's book while teaching listening as much as they are expected.

In item 2, the teachers were asked to point out their views concerning appropriateness of the teaching strategies to teach listening. In their reaction

3(33.3%) of the teachers replied most of them, 5(55.6%) and 1(11.1%) of them said some of them and few of them respectively. From this findings, most of the teachers have their doubt regarding the appropriateness of the strategies provided by the course designers.

Regarding the frequency of implementing the teaching strategies 5(55.6%) of the teachers replied often, 4(44.4%) of the teachers said sometimes. As can be seen from the results teachers do not implement all the strategies proposed by the teacher's book.

In their response for items, 5(55.6%) of the teachers confirmed that they used other materials to teach listening. According to these teachers, they used drawing as teaching aids. From this result, it is possible to infer that teachers do not use very essential materials like videos, and audios to teach listening in the school.

Table 3 Teacher's responses about the role of textbook to teach listening

No	Item		No. of Respondent	%
1	The book contains content (topics, issues) relevant to the learners.	Yes No Total	7 2 9	77.8 22.2 100
2	The book takes into account linguistic and cultural diversity of the learner population.	Yes No Total	4 5 9	44.4 55.6 100
3	The directions are written simply and clearly.	Yes No Total	7 2 9	77.8 22.2 100
4	The exercises match the level of learners the book designed for.	Yes No Total	4 5 9	44.4 55.6 100
5	The book integrates listening, speaking, reading and writing activities naturally and reflects real-life usage.	Yes No Total	6 3 9	66.6 33.3 100
6	The activities encourage learners to try out new language	Yes No	9 0	100 -

	skills in real life.	Total	9	100
7	The book incorporate multiple grouping strategies (whole group, small group, pair and individual work).	Yes	9	100
		No	0	-
		Total	9	100
8	The book includes topics that focus on what learners need to know and be able to do in real life.	Yes	5	55.6
		No	4	44.4
		Total	9	100
9	The language practice represents real life (authentic) and offer learners' opportunities for real-life application.	Yes	3	33.3
		No	6	66.6
		Total	9	100
10	The activities can help students to develop different listening skills (e.g. skills of prediction, understanding instruction or an idea).	Yes	7	77.8
		No	2	22.2
		Total	9	100
11	The activities in textbook can motivate learners to take more responsibility for their learning.	Yes	6	66.6
		No	3	33.3
		Total	9	100
12	The book includes listening texts and activities interesting or appealing to the learners.	Yes	3	33.3
		No	6	66.6
		Total	9	100
13	The textbook incorporate supporting audio-visual material (like VCD, DVD, CD, audio-cassette).	Yes	0	-
		No	9	100
		Total	9	100
14	The textbook is designed & organized in a way through which the listening lessons are taught and learnt.	Yes	4	44.4
		No	5	55.6
		Total	9	100
15	If your response to item 14 is no, why? Please comment			

4.3 Teacher's Response about the Role of Textbook in Teaching Listening

This section incorporates 15 items. Out of these 14 of them are close-ended while the remaining 1 is open-ended. The open-ended question (item 15) targeted the respondents who said no for the preceding item (item 14).

In item 1 of this section the majority of the teachers 7(77.8%) disclosed that the book contain content (topics, issues) relevant to the learners, while the rest 2(22.2%) didn't agree with the majority. As can be seen from the results, we can infer that the content of the book seems to be relevant to the learners.

Likewise in their response for item 3, the same number of teachers (7) claimed that the directions are written simply and clearly 2(22.2%) of them didn't agree with the majority. Once again the same number of respondents (7) depicted that the exercises match the level of learners the book designed for.

For the question whether the book take into account linguistic and cultural diversity of the learner population or not 4(44.4%) showed their agreement, while the rest 5(55.6%) held contrary view, in this regard. From this result, we can understand that it is difficult to say that the book is designed in a way of embracing linguistic and cultural diversity of the learners.

In item 5 of this section, about 2/3 (66.6%) of the respondents indicated their agreement that the book integrates the four language skill activities naturally and reflect real-life usage, as can be seen Table 3. This justifies that the book integrates the language skills activities through which the learners practice the real-life listening.

With regard to item 6 and 7, all the teachers (9) of them reflected their common thought concerning whether the activities encourage and whether or not the book incorporate multiple grouping strategies, as can be seen in the table.

From this result, it is possible to deduce that the book incorporates learners' strategies like whole grouping, small grouping, pair and individual work.

In their response for the question whether or not the book focus on what learners need to know and be able to do in real-life, more than half (55.6%) of the teachers said it does, while 4(44.4%) of the teachers didn't agree with their colleagues. The findings indicate that the texts in the book focus on topics that learners need to know.

Regarding the authenticity of the language practice and its real-life application 3(33.3%) of the teachers responded positively, 6(66.6%) of them, however, stood on the contrary. Concerning real life listening citing Hadley (1993) and Rogers and Medley (1998), Buritica (2012) depicted the following, "If students are to develop a functional proficiency in the language and to use the language communicatively in the real world, they must begin to encounter the language of that world in the classroom." From the results above we can conclude that the classroom practice of the school in listening skills lacks authenticity.

In item 10 of this section, the teachers were asked whether or not the activities help students to develop different listening skills. In their response for this question, 7(77.8%) the teachers reacted that the activities help students to develop listening skills like prediction, understanding instructions or an idea, while the rest 2(22.2%) of the teachers' belief was quite the reverse. From this result it is possible to generalize that the book incorporates activities which provide opportunities to develop different kinds of listening skills.

In their response to item 11, 6(66.6%) of the respondents stated their belief that the textbook can motivate learners to take more responsibility for their learning, 3(33.3%) of them didn't agree with their colleagues. Here again, we can see that the book contains strategies that are essential to motivate the students become responsible for their learning.

The sample teachers were also asked whether the listening texts and activities in the textbook are interesting to learners or not. As a reaction to this item, (3)1/3 of them said yes they are interesting, while (6)2/3 of the teachers reacted negatively. As can be seen from the results, most of the activities and the listening texts in the book are not interesting as far as the viewpoint of the teachers is concerned.

As could be seen from Table 3, none of the teachers responded that the textbook incorporated supporting audio-visual materials like VCD, CD, DVD or Video-cassette in spite of the significance of the availability of these materials. Including visuals and audio-material with the book enable learners to have the exposure to authentic listening especially of the native speakers, in addition to catching their attention and/or avoiding boredom from the classroom.

According to their response to item 14, 5(55.6%) of the teachers claimed that the textbook is not designed and organized in a way through which the listening lessons are taught or learnt, while the rest 4 (44.4%) of them expressed their positive reaction by saying yes. From the results obtained we can understand that the book is not properly designed and organized. The researcher, however, observed that the students were told not to turn the book to the back pages (i.e. 299-313) by their teacher in one of the observation sessions.

In their response for item 15, more than half of the teachers who responded negatively pointed out the following reasons:

- Incorporating the listening texts in the student's textbook may be significant (i.e. from page 299-313). In our context, however, this is like giving them the chance of reading the listening text along with their teacher while he is reading aloud,

- The discrepancy of the pronunciation of the native speakers and the accented loud-reading of our teachers, (i.e. the pronunciation of our teacher is mostly dominated by local accents.)
- Classroom listening, in our context, is not mostly supported by visuals which are significant to attract the students' attention.

Table 4.a Teacher's Responses Concerning their and the students' Classroom practices

No	Practices	Rating Scale											
		0	%	1	%	2	%	3	%	4	%	Total	%
1	How often do you teach listening	-	-	1	11.1	4	44.4	3	33.3	1	11.1	9	100
2	Do the students in your class follow up listening lessons attentively?	-	-	3	33.3	5	55.6	1	11.1	-	-	9	100
3	Are the students able to perform tasks when explained by you-the teacher?	-	-	1	11.1	7	77.8	1	11.1	-	-	9	100

Table 4.b Teacher's Responses Concerning the students' Classroom practices

No	Item	No. of Respondent	%
4	Are the students able to follow instructions?	All of them	-
		Most of them	44.4
		Some of them	55.6
		None of them	-
		Total	100
5	Do you think the classroom listening enable them to encounter real-life listening outside the classroom (for example to listen to Radio, TV, Film, etc.)?	Yes	55.5
		No	44.4
		Total	100

6. If your response is no, why not? Please comment _____

Table 5.1. Student's response regarding teacher's classroom practices

No	Item	No. of Respondent	%
1	Your teacher teaches you listening lessons regularly Always Often Sometimes Rarely Never Total	4 17 73 25 15 134	3 12.6 54.7 18.6 11.1 100
2	If your answer is NO for question number one, why?		
3	Your teacher uses other materials to teach you listening lessons Yes No Total	10 124 134	7.46 92.54 100
4	The type of material your teacher use Tape Video Pictures Maps Photographs Others Total	1 - 6 3 - - 10	0.75 - 4.47 2.24 - - 7.46

Table 5.2. Student's response regarding their classroom practice, and the textbook (no 5-7 based on the student's class room practice and no 8-10 refer to the text book)

No	Item	No. of Respondent	%
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5	You follow up listening lessons attentively	Always	26	19.4
		Often	51	38.05
		Sometimes	48	35.82
		Rarely	-	-
		Never	9	6.71
		Total	134	100
6	You are able to follow simple instructions	Always	12	8.95
		Often	74	55.22
		Sometimes	148	35.82
		Rarely	-	-
		Never	-	-
		Total	134	134
7	You are able to perform tasks when explained by your teacher	Always	7	5.22
		Often	49	36.56
		Sometimes	57	42.53
		Rarely	16	11.94
		Never	3	2.23
		Total	134	100
8	You think that listening lessons enable you to encounter real-life listening outside the classroom (for example to listen to Radio, TV, Film, etc,)	Yes	71	52.98
		No	63	47.02
		Total	134	100
9	You believe that the textbook include texts and activities (stories interviews, scripts, etc. interesting or appealing to you-the learners	All of them	4	2.98
		Most of them	25	18.65
		Some of them	91	67.91
		Few of them	-	-
		None of them	14	10.44
		Total	134	100
10	You believe that the pictures, photographs and maps included in the textbook make it attractive	All of them	26	19.4
		Most of them	52	38.8
		Some of them	42	31.34
		Few of them	-	-
		None of them	14	10.44
		Total	134	100

In their response to item 1 of this section 1(11.1%) of the teachers responded always, 3(33.3%) of them replied often, 4(44.4%) of the respondents said sometimes, the rest 1(11.1%) of the teachers disclosed that he teaches listening rarely. For the same item, 4(3%) of the students showed their agreement with 1(11.1%) of the teachers by rating always, 17(12.6%) of them shared common ground with 3(33.3%) of their teachers, 73(54.7%) of them with 4(44.4%) of the

teachers, while the rest 25 (18.6%) and 15(11.1%) of the students rated to rarely and never. From these findings one can learn that listening lessons are being skipped over.

As can be seen from table 4.b, the majority of the teachers 1(11.1%) of them and 5(55.6%) confirmed that their students attend listening classes whole heartedly by responding often and sometimes respectively, the remaining 3(33.33%) rated rarely. For the same item 26(19.4%) and 51(38.05%) of the students rated always and often respectively, while the rest 48(35.82%) and 9(6.71%) of the students reacted by rating sometimes and never. From these data one can judge that significant amount of students do not pay attention to listening lessons.

As to the frequency of the ability of students to perform tasks provided by their teachers, 1(11.1%) said often, while the remaining 7(77.8%) and 1(11.1%) of them reacted sometimes and rarely respectively. In reaction to the same question 7(5.22%) and 49(36.56%) of the students disclosed that they always and often perform tasks provided by their teachers, the remaining ones rated in rest 3 categories, i.e. 57(42.53%) sometimes, 16(11.94%) rarely and 3(2.23%) never. As indicated here, more than half of the students possess the ability to perform tasks in listening classes.

In item 3 of this section, 4(44.4%) of the teachers reflected their beliefs positively by saying most of them, while 5(55.6%) of the teachers lessen the frequency by rating some of them when questioned whether or not their students manage to follow up simple instructions. The students were asked to express their belief concerning how often do they follow simple instructions. In their response 12(8.95%) of them rated always, 74(55.22%) of the students responded often, while the rest 48(35.82%) of them said sometimes. The classroom observation, however, showed that the students were having problems of understanding simple instructions in most of the classes.

In table 4b item5, more than half of the teachers 4(44.4%) implies, the listening lessons that the students get in the classroom didn't make them to become effective listeners in the outside world, 5(55.6%) of the teachers responded positively by saying yes. In their response to item 5, 71(52.98%) of the students replied that the classroom listening lessons helped them to cope up with real-life listening in the outside world, the rest 63(47.02%) of the students stood contrary to them. This might indicate that all the students get listening skills that make them communicate in the real world.

In their response for item 9 insignificant number 4 (2.98%) of the students reacted all of the stories, interviews, script none of them, etc. are interesting to them, the vast majority 116(86.56%) of them replied most of them and some of them, while the rest 14(10.44%) of them responded none of them. From these is findings its possible to generalize that most of the activities and texts are interesting to the students.

Likewise, in their reaction for the question whether they believe that the pictures, photographs and maps included in the textbook make it attractive or not, 120(89.54%) of the students rated from all of them to some of them, as can be seen in table 5.2. From the result obtained, it is possible to conclude that most of the pictures, photographs and maps are included in the textbook make it attractive.

For the open-ended question in item 2, 15(11.1%) of students disclosed their views concerning the reasons why listening classes are being skipped over by their teachers. Here are the summaries:

- Since the primary target of grade 12 students is passing the national exam, teachers mostly prefer to teach grammar, vocabulary and conversational English than listening, so as to comply with their students' interest.
- Most of the students do not want to learn listening because listening classes are boring.

- I do not want to tune to my teacher's pronunciation
- I do not know why.

Generally, as the students' responses indicate wash back effect of the national examination, boredom and teacher's accented pronunciation reasons that the students did not mention are the possible causes for skipping over classes by teachers.

Table 6.1 Teacher's Responses of classroom listening comprehension practices

No	Item	Rating Scale											
	Part I. Pre-listening Stage	0	%	1	%	2	%	3	%	4	%	Total	%
1	I introduce listening text briefly	-	-	1	11.1	-	-	2	22.2	6	66.6	9	100
2	I set purpose (s) for each listening activity	-	-	3	33.3	2	22.2	1	11.1	3	33.3	9	100
3	I make instructions clear to the students	-	-	-	-	-	-	3	33.3	6	66.6	9	100
4	I pre-teach some words in the passage	-	-	2	22.2	-	-	3	33.3	4	44.4	9	100
5	I get learners to predict what they will hear	1	11.1	-	-	3	33.3	4	44.4	1	11.1	9	100
6	I help the students understand why they are doing the activity, for example, to introduce new language, to practice listening to native speakers, etc.	-	-	2	22.2	2	22.2	2	22.2	3	33.3	9	100
7	I tell the students to copy the question, tables and note outlines.	-	-	2	22.2	-	-	4	44.4	3	33.3	9	100

Table 6.2. Students' Responses of classroom listening comprehension practices

No	Item	Rating Scale											
	Part I. Pre-listening Stage	0	%	1	%	2	%	3	%	4	%	Total	%
1	Your teacher introduces the listening text briefly	32	23.8	25	18.6	36	26.9	26	19.4	15	11.1	134	100
2	Your teacher sets purpose (s) for each listening activity	19	14.2	10	7.46	49	36.56	40	29.85	16	11.84	134	100
3	Your teacher makes instructions clear to the students	27	20.17	13	9.7	60	44.7	21	15.64	13	9.7	134	100
4	Your teacher pre-teaches some words used in the passage	40	29.8	20	14.9	33	24.6	31	23.1	10	7.46	134	100
5	Your teacher gets learners to predict what they will hear	41	30.59	29	21.64	34	25.37	23	17.16	7	5.22	134	100
6	Your teacher helps you understand why you are doing the activity, for example, to introduce new language, to practice listening to native speakers, etc.	46	34.32	10	7.46	39	29.1	31	23.1	8	5.97	134	100
7	Your teacher tells you to copy the questions, tables, and note outlines	29	21.64	10	7.46	39	29.1	37	27.61	19	14.17	134	100

According to Underwood (1989), this stage can be characterized as a moment of preparatory work. Here, teachers are expected to introduce the listening text precisely, set purpose for each listening activity, make instructions clear to students and the like so as to help students use their previous knowledge to match what they hear with what they expect (Ibid).

As table 6.1 shows, 1(11.1%) of the teachers replied rarely, 2(22.2%) and 6(66.6%) of them responded often and always respectively that they introduce listening texts briefly. The students' reaction to this statement (item 1 of table 6.2) indicates 40(29.85%) and 20(14.9%) of them stood contrary to the responses of their teacher by saying never and rarely respectively, still 33(24.6%) of them replied sometimes. This shows that there is a mismatch between the responses of the vast majority 8(88.8%) of the teachers and 93(69.4%) of the students. The result of the classroom observation sessions go along with the 8 (88.8%) of the teachers' responses. From these results, we can deduce that teachers introduce the topics of the listening texts and the activities in their classroom shortly.

In item 2, 3(33.3%) and 2(22.2%) of the teachers responded rarely and sometimes for the question whether they set purpose(s) for each listening activity, while 1(11.1%) and 3(33.3%) of them replied often and always respectively for the same question. While reacting to the same item, 61(45.46%) of the students disclosed that their teachers set purpose(s) for each listening activity sometimes or rarely, while 32(23.88%) of them responded never. 61(45.46%) of the students held the same point of view with 5(55.6%) of the teachers. The result obtained from the classroom observation strengthens the students' response. This shows that teachers do not enlighten their students about the purpose of each activity.

With regard to item 3, 1/3(33.3%) of the teachers claimed that they often make instructions clear to their students, while the 2/3 (66.6%) of them stated always. More than half of the students, 78(58.19%), however, didn't concord with their teachers' point of view. Here again, the results obtained from the classroom

observations accord with the response of the teachers. In most of the classes observed teachers were trying their level best to make instructions clear to the students. From those findings, one can conclude that the students are provided with direction that imply them what to do in every activity they are engaged in.

Concerning item 4, 2(22.2%) disclosed that they rarely pre-teach some words in the passage. A significant number of teachers 3(33.3%) and 4(44.4%) indicated that they often and always teach some words during the pre-listening stage. The students' reaction to this item showed that 19(14.17%) of them claimed that their teachers never pre-teach some words in the passage, while 20(27.17%) and 21(15.64%) of them rated sometimes and often. The rest 13(9.7%) of them confirmed that their teacher pre-teach them some words in the passage. The result of the observations sessions indicate that most of the teachers didn't attempt to pre-teach new words in the passage. When students are unfamiliar with words and expressions in the listening text, it hampers teaching listening since the students mind encounter with the task of finding out the meanings of the words and expressions.

Pertaining to item 5, 1(11.1%) and another 1(11.1%) rated the extreme ends (i.e. never and always) respectively, while the rest 3(33.3%) and 4(44.4%) of the teachers stood in the middle by saying sometimes and often. As the data indicates, 7(77.7%) of the teachers and 57(42.53%) of the students shared a common ground in their responses. The results of the observation session indicate similar phenomenon. Form the results above, one can infer that students get the exposure of predicting topics that they are going to listen. This activity, as a result, makes students curious about the listening text.

For item 6, three groups of teachers (i.e. 2(22.2%) in each group) rated in three different scales-rarely, sometimes and often, while the reaming 3(33.3%) rated always. As could be seen from the table 6.2, 46(34.32%) of the students showed their contrary view to their teachers by rating never. The results of observation sessions reveal that 46(34.32%) of the student are correct. From the result obtained it is

possible to generalize that teachers mostly do not help their students understand why they are doing different kinds of activities.

Pertaining to item 7, 2(22.2%) of the respondents tell their students to copy the questions rarely. The rest 4(44.4%) and 3(33.3%) of them responded often and always for the same item. As could be seen from the table 6.1 and 6.2, 7(77.8%) of the teachers' and 56(41.79%) of the students responses reconciled. The result obtained from the observation also indicates that teachers tell their students to copy the questions, tables and not outlines.

Table 7.1. Teacher's Responses of classroom listening comprehension practices

No	Item	Rating Scale											
	Part II. While-listening Stage	0	%	1	%	2	%	3	%	4	%	Total	%
8	I read the text aloud and make students listen	-	-	-	-	1	11.1	3	33.3	5	55.6	9	100
9	I engage the students in the listening and follow up activities such as drawing pictures, putting pictures in order, following a route on a map	-	-	4	44.4	-	-	4	44.4	1	11.1	9	100
10	I encourage the students to listen and complete a form	-	-	-	-	1	11.1	4	44.4	4	44.4	9	100
11	I tell students to listen and respond physically	1	11.1	-	-	3	33.3	5	55.6	-	-	9	100
12	I make them listen and correct factual errors	-	-	1	11.1	4	44.4	3	33.3	1	11.1	9	100

Table 7.2. Students' Responses of classroom listening comprehension practices

No	Item	Rating Scale											
	Part II. While-listening Stage	0	%	1	%	2	%	3	%	4	%	Total	%
8	Your teacher reads the text aloud, and makes you listen	26	19.4	6	4.47	34	25.37	42	31.3	26	19.4	134	100
9	Your teacher engages the students in the listening and follow-up activities such as drawing pictures, putting pictures in order, following a route on a map	83	61.94	18	13.43	24	17.9	7	25.22	2	1.49	134	100
10	Your teacher encourages you to listen and complete a form	98	73.13	7	5.22	23	17.16	6	4.47	-	-	134	100
11	Your teacher tells you to listen and respond physically	85	63.43	17	12.48	21	15.64	10	7.46	1	.74	134	100
12	Your teacher makes learners listen and correct factual errors	43	32.08	16	11.94	48	35.8	25	18.6	2	1.49	134	100

In item 8 of this section, the teachers were asked whether or not they read the text aloud and make their students listen. In their response for this question, 1(11.1%) of the teachers said sometimes, 3(33.3%) of them often, and more than half 5(55.6%) of them rated always. In their reaction to this item, 26(19.4%) of the students expressed their disagreement by rating never, still 6(4.47%) and 34(25.37%) of them lessen the frequency of their teachers' responses by rating rarely and sometimes, respectively. All the sessions observed show that teachers read the text aloud, and make the students listen. As the result pointed out all the teachers read the text aloud, and make the students listen.

The teachers were asked whether or not they engage their students in the listening and follow up activities like drawing pictures, putting pictures in order, follow a route on a map, 4(44.4%) of them disclosed rarely, the rest 4(44.4%) and 1(11.1%) responded often and always respectively. From the data it is possible to confirm that more than half of the participant teachers engage their students in the listening activities mentioned above and follow them up. Contrary to the teachers' responses, the majority 83(61.94%) of the students claimed that their teachers never engage them in the listening and follow up the activities mentioned above. The result of observation sessions agree with the majority of the students' response. As could be seen from the findings, the teachers do not engage their students in the listening and follow up the activities mentioned in table 8.

In item 10 of this section, 1(11.1%) of the respondents disclosed sometimes, 4(44.4%) of them confirmed often, and the rest 4(44.4%) of the participants responded always for the question whether or not they encourage their students to listen and complete a form. As the data indicate, the vast majority 8(88.8%) of the teachers encourage their students to listen and complete a form. While reacting to the same item, 98(73.13%) and 7(5.22%) of the students stood contrary to the responses of the vast majority 8(88.8%) of the teachers. The result of most of the observation sessions agrees with the

majority 98(73.13%) of the students. From the findings, one can deduce that the teachers do not encourage their students to listen and complete a form.

As can be seen in table 7.1, 1(11.1%) of the teachers has never told his students to listen and respond physically, while the rest 3(33.3%) and 5(55.6%) reacted positively by rating often and always, respectively. As could be seen from the table 7.2 insignificant number 11(8.2%) of the students showed their agreement with the 8(88.8%) of the teachers by rating often and always. In all observation sessions teachers were not seen asking their students to respond physically after they have listened. The majority of the students' response confirms this. This might imply that teachers don't ask their students to respond physically after they have listened.

In item 12 of this section, 1(11.1%) of the respondents rated rarely, 4(44.4%) of the teachers sometimes, while less than half of the total participant teachers 3(33.3%) and 1(11.1%), respectively, rated often and always. To this item, 59(44.02%) of showed negative reaction by saying never and rarely while 48(35.8%) and 25(18.6%) of the students reacted, positively, by rating sometimes and often, and only 2(1.49%) of them replied always. More than half of the students' reaction showed that there is a mismatch that English teachers do not make the students listen and correct factual errors. The classroom observation results appeared to match with the responses of the majority 107 (79.82%) of the students. As can be inferred from the data, teachers do not let the students correct factual errors after tuning to the text.

Table 8.1. Teacher's Responses of classroom listening comprehension practices

No	Item	Rating Scale											
	Part III. Post-listening Stage	0	%	1	%	2	%	3	%	4	%	Total	%
13	I tell students to compare and complete their notes with their partners	1	11.1	-	-	3	33.3	4	44.4	1	11.1	9	100
14	I move from group to group to check whether students discuss in English	-	-	-	-	1	11.1	5	55.6	3	33.3	9	100
15	I engage the students in role paly activities	1	11.1	3	33.3	2	22.2	2	22.2	1	11.1	9	100
16	I let students express their individual views and opinions on the ideas reflected in the text, either supporting or opposing	1	11.1	1	11.1	2	22.2	4	44.4	1	11.1	9	100
17	I engage the students in extensive writing exercises based on the listening texts	2	22.2	1	11.1	3	33.3	3	33.3	-	-	9	100
18	I give “appropriate” feedback on the students’ work in the listening activities	-	-	-	-	1	11.1	2	22.2	6	66.6	9	100
19	I ask the students to report their groups’ discussion one by one for a plenary or whole class discussion	1	11.1	1	11.1	3	33.3	3	33.3	1	11.1	9	100

Table 8.2. Students' Responses of classroom listening comprehension practices

No	Item	Rating Scale											
	Part III. Post-listening Stage	0	%	1	%	2	%	3	%	4	%	Total	%
13	Your teacher tells students to compare and complete their notes with their partners	67	50	18	13.43	29	21.64	16	11.94	4	3	134	100
14	Your teacher moves from group to group to check whether learners discuss in English	82	61.19	6	4.47	23	17.16	20	14.9	3	2.23	134	100
15	Your teacher engages learners in role play activities	80	59.7	16	11.94	31	23.13	6	4.47	1	.74	134	100
16	Your teacher lets learners express their individual views and opinions on the ideas reflected in the text, either supporting or opposing	30	22.36	18	13.43	37	27.61	35	26.11	14	10.44	134	100
17	Your teacher engages learners in extensive writing exercises based on the listening text	50	27.31	18	13.43	34	25.37	26	19.4	6	4.47	134	100
18	Your teacher gives “appropriate” feedback on learners’ work in the listening activities	24	17.9	22	16.4	33	24.6	34	25.37	21	15.64	134	100
19	Your teacher asks you to report your groups’ discussion one by one for a plenary or whole class discussion	49	36.56	17	12.68	35	26.11	26	19.4	7	5.22	134	100

In their reaction to item 13, 1(11.1%) of the teachers responded negatively by rating never, while the rest 3(33.3%) 4(44.4%) and 1(11.1%) of them showed their positive response by rating sometimes, often and always respectively. Contrary to the teachers reaction, 67(50%) of the students claimed that their teachers never tell them to compare and complete their notes with their partner, still 18(13.43%) and 29(21.64) of them replied rarely and sometimes respectively. Here again, the observation sessions concord with 85 (63.43%) of the students. From the results above, we can conclude that the students are not told to compare and complete their notes with their partners.

While learning English students are expected to use English language in their discussions. Hence, teachers have the responsibility of moving from group to group in the class to make sure whether the students are discussing in English or not. Regarding this, all the teachers reacted positively by rating sometimes 1(11.1%) of them, often 5(55.6%) of them, and always 3(33.3%) of them. Here again, more than 2/3 (61.12%) of the students do not accord with the vast majority (88.9%) of their teachers. According to these students their teachers never move from group to group to check whether the students discusses in English or not. The results of the observation sessions refute the responses of the majority (88.9%) of the teachers. Form the results above, it is possible to generalize that teachers do not move from group to group to check whether students discuss in English. During the observation sessions, the researcher observed that many students were using Amharic language in their discussion.

Role play is one of the activities provided to students not only to measure their level of comprehension, but also to arouse their interest. In item 15 the teachers were inquired whether or not they engage their students in role play activities. In their response, 3(33.3%) of the teachers replied sometimes, to groups of teachers (i.e. 2(22.2%) and another 2(22.2%) responded often and always, while the remaining 1(11.1%) of the teachers showed his reaction by rating never. The majority 96(71.64%) of the students stood contrary to the viewpoints of 8(88.9%) of their teachers' by rating never and rarely to the same

item. Here again, the result of the observation sessions accords with the majority 97(71.64%) of the students. From the result obtained, students are not engaged with role play activities in listening classes.

Letting students express their individual views and opinions on the ideas reflected in the text doesn't only give them a chance to share their respective comprehension of the text, but it also give them a good opportunity to develop the two mental processes of listening skills, i.e. bottom-up and top-down. Regarding this, the teachers were inquired about their practices in item 16. In their reaction 1(11.1%) of them said never, another 1(11.1%) of the teachers depicted rarely, 2(22.2%) of the teachers responded sometimes, 4(44.4%) of them rated often, while 1(11.1%) of the teachers said always. As could be seen from the results more than half 5(55.6%) of the teachers disclosed that they let their students express their individual views and opinions. Likewise, 86(64.16%) of the students showed their harmony with these 5(55.6%) of their teachers. The result obtained from the observation supports this. As can be deduced from the data, the students are free to express their individual view and opinion on the ideas reflected in the text either in supporting or opposing.

In item 17 of this section, the participants were asked whether they engage their students in extensive writing exercises based on the listening texts as these activities help students to integrate two skills. As can be seen from the table, 2(22.2%) and 1(11.1%) of the teachers reacted negatively by rating never and rarely respectively, the rest 3(33.3%) and another 3(33.3%) of them stood on the contrary by responding sometimes and often each. 50(37.01%) and 18(13.43%) of the students reacted negatively by saying never and rarely, while 34 (25.37%) and 26(19.4%) of them rated sometimes and often, insignificant number 6(4.47%) of the students replied always. The result inferred from the observation supports this. The data obtained one can deduce that teachers do not always let their students write extensive exercises based on the listening texts.

With regard to giving appropriate feedback on the student's work in the listening activities, 1(11.1%) of the respondents rated sometimes while the rest 2(22.2%) and 6(66.6%) of them responded by saying often and always, respectively. In their reaction to this item, 55(41.01%) of the students showed their agreement with the 6(66.6%) of their teachers, while 46(34.3%) of the students expressed their reaction negatively. The result of most of the observation sessions matches with the responses of both (the majority of teachers and the students). As can be inferred from the data, the teachers give appropriate feedback on the students' work in the listening activities.

In item 19 of this section, 1(11.1%) of the teachers reported never, another 1(11.1%) of them responded rarely, 3(33.3%) and another 3(33.3%) of the teachers rated sometimes and often respectively, the remaining 1(11.1%) of them said always. As could be seen from the table 11, 66(49.24%) of the students harmonized with 2(22.2%) of the teachers by rating never and rarely, and the rest 68(50.73%) of the students reaction reconciled with 7(77.8%) of their teachers' responses. The result of the observation sessions agrees with the majority of the teachers and the students' reactions. From this result it is possible to infer that teachers let their students report their group's discussion one by one for a plenary discussion.

4.7 Content Analysis

The new English grade 12 textbook has been in use for four years now. It includes 12 units. As far as the researcher's knowledge is concerned, it is the first color-printed textbook for secondary level (preparatory) students. Each unit begins with the introduction and it includes the following sections:

- Language focus (has more than two parts in each unit)
- Listening (mostly more than two parts sometimes)
- Increase your word power (more than two parts)

- Reading and listening (one part in one unit only)
- Reading (mostly more than two parts)
- Writing (mostly more than two parts)
- Study skills (only one part in each unit)
- Assessment and revision after every 3 units.

The availability and recurrence of these sections might contribute to the vastness of the volume of the text book. The size of the book, according to the claimant of the majority of the teachers, is one of the causes for skipping over listening sections. This is due to the fact that teachers are ordered to cover the portion in due time by the school administration.

In addition to this, unlike the previous books, the listening texts in the book present the comprehension questions at end of the loud reading. This may probably reduce activities, in the while-listening section, (like listening and note taking, and listening and drawing, etc.). Moreover, the book lacks sufficient amount of pre-listening activities.

Ellis (1993) depicts, «Teachers, course designers, and materials writers must be aware that the input provided by them will possibly be processed by learners in ways different than intended.» Thus, we might consider the following questions while analyzing a textbook.

«What visual material does the book contain and is it actually integrated into the text?»

«Is the material culturally biased or specific ... (or)... represent minority groups and/or women in a negative way?» As far as gender and cultural diversity is concerned, the book designers exerted utmost effort to consider the cultural origins of the students, and avoid gender stereotype in most of the listening

texts. On the contrary, the texts in unit 4.2 and 4.6 do not seem culturally relevant to all students who dwell in urban and rural areas of our country.

Significant number of teachers and students showed their disagreement concerning the relevance of the contents in the listening texts to the students. The researcher, however, presented the following contents from the textbook for readers so as to agree or disagree with the teachers and students' viewpoints.

In unit one, a Father's Voice (supported by a photograph of an old man),

In unit one, a Mother's Voice (supported by a photograph of an old Woman),

In unit five, United Nation Convention on the Rights of the Child, in simplified form (it includes 42 articles),

In unit eight, the Pros and Cons of Globalization,

In unit eight again, Progress towards Millennium Development Goals,

In unit eight for the third time, Dinknesh and Selam (Supported by a photograph of Dinknesh and a picture of Selam),

In unit eleven, an Interview with the Film Maker - a Moment with Haile Gerima the Famous Ethiopian film producer and directors (supported by a photograph of Professor Haile Gerima).

The listening texts of this book integrate stories, interviews, plot of a film, UN articles and life experiences of individuals. Here are the highlights:

Unit 1.2. *A Father's Voice*: The text narrates a local story about a father's feeling concerning his daughter and son. The book teaches language structure about making predictions based on the text.

Unit 1.5. *A Mother's Voice*: Here again, the story in the text narrates a mother's feeling towards her children. The book presents few words and expression that

are taken from the listening text to the students for discussion to be followed by double comparative language structure.

Unit 2.3. *How I communicate*: Here, the text is about how people communicate with their customers, partners and others. The book also teaches words that are used to express feelings.

Unit 2.6. *Intercultural communication*: The text is all about communication barriers and effective communicators. In this section, the students are asked to present their mind map or poster to the rest of the class.

Unit 3.1. *A successful graduate speaks*: The text lets students listen about a successful graduate about the problems she faced at university. It is a local story about a young doctor called Mekbib and the hardships that he went through during his stay in the university.

Unit 4.2. *The Plot of a film*: The story is taken from a serial film entitled James Bond 007. The major character in the film is Daniel Craig. The main objective of this section of the book is teaching the students about literary terms like character, settings, film genre, and the plot, etc.

Unit 4.6. *A film Review*: In this part, the book presents a review of the film Casino Royale.

Unit 5 *United Nation convention on the Right of the Child*, (in Simplified form.) The text includes 42 articles. The text provides awareness to the students about their right that they deserve as a child.

Unit 6.5. *Asgede's Jeans*: The text presents a description of how Jeans are manufactured and sold. The text also tells the students to work in a small group and discuss a manufacturing or a production process that takes place here in Ethiopia.

Unit 7.3. *Three employees talk*: Here, the text lets the students listen to three people talking about their work. The book also tells students to discuss the

meanings of some words relevant to their work and expressions from the listening texts.

Unit 8.6. *Dinknesh and selam*: In unit eight for the third time, Dinknesh and Selam (Supported by a photograph of Dinknesh and a picture of Selam). The text narrates about the two ancient female fossils that indicated Ethiopia is the origin of mankind.

Unit 9.4. *Short Conversations*: In this section of the book, the students present four short conversations in response to the viewpoints expressed by Dr. Kaunda's text and lecture after they listened to the text the students are expected to make notes in the table.

Unit 10.2. *Future threats*: In this part of the textbook, the students listen to some serious threats like asteroid collision with the earth, global pandemic, global warming the eruption of super volcano, and nuclear weapons. Based on the listening text, the book presents language structure the passive.

Unit 11.4. *An interview with a film-maker*: a moment with Professor Haile Gerima: the Famous Ethiopian film producer and directors. (supported by a photograph of Professor Haile Gerima.). Professor Haile has directed and produced locally and internationally. "Teza" and "Sankofa" are the films he has directed among others.

12.2. *Magazine Jobs*: The text presents a list of 5 job titles who work in a magazine industry and their respective responsibility. The researcher attempted to present the strategies suggested by the course designers in each text in the content map of the course book.

To conclude, a brief summary of listening text topics, input resources, listening activity type, listening skills practiced, number of exercises and page number of each unit is presented in a content of map as follows.

Content Map for the Listening Section in the New Grade 12 English textbook

Unit	Unit Topic	Listening topic/Theme	Text type	Input source	Listening activity type	listening skill practiced	No of exercise	Page
One	1. A fathers voice	How most fathers feel about their teenage daughters	Listening script	Loud reading	Answering WH questions in note forms multiple choice questions	Listening & note-taking Listening for specific information	2	3
	2. A mother's voice	The mother responding to the children's father's thoughts in listening one	Listening script	Loud reading	Making predictions Taking notes and comparing with others matching words with their meanings	Making prediction Listening for specific information Listening & note taking	5	6
Two	2.1. How I communicate	Job description (Job title)	Listening text	Loud reading	Answering WH questions Writing/listing job titles and key words	Listening & identifying	4	33
	2.2. Tips for communicating effectively	Good communication and being a good listener	Listening text	Loud reading	Answering questions in the quiz Discussing the answer with partners	Listening for specific information	4	37-38
	2.3. What is communication?	Definition of communication	Dictionary definition	Loud reading	Writing definition and comparing with a dictionary definition	Listening & understanding	3	38
	2.4. Inter Cultural Communication	Cultural, language and stereotype barriers in communication	Listening text	Loud reading	Producing lists Presenting mind map/poster	Listening & note-taking	5	48

Three	A successful graduate speaks	A speech about dropping out of university	listening text (speech)	Loud reading	Answering WH question listening & identifying	Listening & note-taking	1	53
Four	4.1.The plot of a film	James bond's mission as 007 secret agent	Film	Loud reading	Answering yes or no, & WH questions	Listening & note-taking Predicting the end	7	95
	4.2.A Film review	A review of the film entitled Casino Royale	Film	Loud reading	Answering yes or No question	Listening & note-taking	1	99
Five	5.1.Lecture on the UN	The UN & its work	Listening text	Loud reading	Blank filling questions Writing outline notes	Listening for specific information	8	104
	5.2.Progress towards the MDGs	Small scale irrigation development & practice in Ethiopia	Listening text	Loud reading	Completing a table outline Answering yes or No questions	Listening for specific information	2	113-114
Six	6.1.Asegede's jeans	The contribution of different countries to make a pair of jeans	Listening text	Loud reading	Calculate a profit producing lists Labeling on a map	Listening for specific information	6	129
	6.2.The pros & cons of globalization	The good & the bad side of globalization	Listening script	Loud reading	Writing outlines Producing lists	Listening & taking notes Listening for specific information	4	140-141
Seven	7.1.Three employees	Three employees & their jobs	Listening text	Loud reading	Completing a table out line Answering WH questions Writing the meanings of words	Listening & note taking Listening for specific information	6	155
Seven	7.2.An employer talks	Skills & personal qualities of workers of international companies	listening text	Loud reading	Completing a table out line Writing the meanings of phrases	Listening & note-taking Listening for specific information	6	157
Eight	8.Dinknesh & Selam	The discovery of the skeletons of Lucy & Selam (the story of life on earth)	listening text	Loud reading	Sentence completion Answering WH & yes or No questions	Listening & note-taking Listening for specific information	6	179-180
Nine	9.1.Ethiopia must move forward	A point of view about Ethiopia's vestiges of the past	Listening script	Loud reading	Writing outline notes	Listening & note-taking	1	198
	9.2.Short conversation	A conversation of two different point of views about listening script	Listening text (in dialogue form)	Loud reading	Completing a table outline	Listening & Understanding Listening & note-taking	4	199
Ten	10.Future threats	Predictions about the	Listening	Loud	Completing a table	Listening & note-	2	234

		future threats of humanity	script	reading	outline Comparing prediction	taking		
Eleven	11.1. The Ethiopian film industry	Film production, process, & jobs in the Ethiopian film industry	Listening text	Loud reading	Answering yes or no & WH questions writing outline notes	Listening & note-taking	3	244
	11.2. An Interview with a film maker	Autobiography of Haile Gerima & his film Teza	Listening text (interview)	Loud reading	Completing table with interview questions & answer	Listening & taking notes	3	245
Twelve	12.1. Megazine jobs	Job titles of people who work in the magazine industry	Listening text	Loud reading	Paraphrasing answering WH questions	Listening & understanding	4	269
	12.2. The Magazine production process	How a magazine is produced	Listening text	Loud reading	Making outline notes adding more information process	Listening & notes taking	4	270

Chapter Five

Conclusion and Recommendation

5.1. Conclusion

The main purpose of this study was to investigate how grade 12 teachers teach listening and the reaction of the students towards the lesson.

To this end the following basic questions were asked:

- 1) How often teachers teach listening skills ?
- 2) Do teachers employ strategies of teaching listening skill?
- 3) Do students follow up listening lessons attentively?
- 4) Is the text book designed and organized in a way through which the listening lessons are taught and learnt?
- 5) Do the contents of the listening text include topics that focus on what learners need to know and be able to do in real life?

To find answer for the above basic question of the study, data were gathered through questionnaires (both for teachers and students), classroom observation, and content analysis of the textbook.

With regard to teacher training teaching experience and number of students they teach in a class, all the teachers have first degree (6) and MA (3) in English. They have been teaching from 9 – 33 years totally. The teachers have taught English language from 4-25 of years. The number of students they teach in a class ranges from 36-40. None of the teachers took any kind of in service training to get acquainted with the teaching strategies of the course books in spite of the significance.

- As for the use and implementation the strategies of the teacher's book, not all the teachers use the book and implement the teaching strategies suggested in the book.

- In teaching English, integrating listening, speaking, reading and writing activities naturally as it is reflected in real world is believed to be significant for the learners to use the language outside their classroom. However, teachers do not treat these skills equally. As can be seen from the result grade 12 teachers of the school skip over listening sections. In other words, teachers do not teach listening regularly.
- The listening sections in all units are designed as texts that need to be read aloud by teachers. This might put a negative impact on efforts that are exerted to enable students become effective listeners in the real world. The following factors can have their own contribution in this regard:
 - The difference between the pronunciation of the native speaker and the accented loud reading of the teachers;
 - The difference between the speech delivery rate of real-life and classroom listening; and
 - The absence of visual supports (i.e. VCD, DVD) imposed a sound impact on drawing the students' attention towards listening and absence of language laboratory is like adding fuel to a fire in exasperating the problem of teaching listening. As a result, it seems that the textbook lacks very important components of teaching listening.
- All the listening texts are incorporated in the student's textbook. The availability of these texts might lead students to read than to listen whilst listening classes are conducted. Therefore, the design and the organization of the textbook didn't seem to consider this problem.
- Students put great attention on passing exams. Because of the wash back effect of the national examination (EHEECE), significant amount of students fail to learn listening attentively. Besides, students are unable to perform most of the tasks provided by their teachers.

- T. and D. Kinni (2005) state the following about barriers of listening, “Internal barriers come from the receiver. They include not paying attention or not listening, boredom, and lack of interest. If a student is sitting in a class daydreaming instead of listening to the instructor, for example, how much communication is taking place?”
- As pointed out by the scholars, students are expected to pay attention while learning listening. Otherwise, his/her existence in the classroom is meaningless. In most of the classes observed, the students were not paying attention or not listening.

As pointed out by the scholars, listening classes need to be free of hindrances mentioned above in order to enable students become effective listeners. However most of the students exhibited lack of interest and boredom in the listening classes during the observation sessions.

- In most of the listening classes, teachers were not teaching words in the passage. This may cause a serious problem in learning listening. It is because if the student doesn't understand words, phrases or expressions included in the text read aloud, the student may face a serious challenge in finding the meanings of part or the whole text. Besides, they may miss the next part while doing this.
- Regarding most topics of the contents in the listening text, the students' textbook seem to be relevant to what the students need to know and be able to do in real life.
- As for activities in while-listening stage, it seems that most of the students do not know how to take notes. T. and D. Kinni (2005) pointed out that one of the mistakes made by many listeners while taking note is trying to write down everything what they hear from the teacher. This activity cannot be considered as note taking, but dictation.

- Providing in-service trainings to update teachers with new up to date teaching strategies is believed to be important the teachers in this regard, are deprived such opportunities.
- Generally, most of the strategies that are suggested by the scholars to teach listening are not practiced in all of the three stages.

5.2 Recommendations

On the basis of findings and conclusions the following are recommended:

- The English language teachers should give equal consideration to all language skills including listening. Thus, the teachers in the school shouldn't skip over listening sections.
- All the listening texts that are incorporated in the students' textbook should be removed since the availability of these texts paves away for the students to read rather than to listen.
- The researcher recommends that the students at different levels (i.e. junior secondary, senior secondary and preparatory schools) should be exposed to authentic listening materials step by step. In order to realize this, ICDR can play a crucial role in preparing and integrating VCDs and DVDs of listening texts read by the native speakers of the English language within the teacher's book. In addition, he also recommends that the reading texts should be synchronized with motion pictures based on the input in the text in order to arouse the interest of the students.
- It would be much preferable if the concerned body of the MOE provides in-service trainings before new teaching materials are introduced so as to enlighten teachers on how to use them.
- Teachers should play their own role in instilling their students with an insight about the significance of developing listening skills when they join the universities and throughout their life.

- It is believed that teachers are well aware of the fact that teaching strategies are tools through which they impart whatever knowledge or skill to their students. Hence, implementing or practicing these strategies is not only a matter of option, but also a duty to them. Therefore, the school teachers should implement the strategies suggested by the course designers when they teach listening.
- Since listening plays a pivotal role in the second language learning, students should give due attention to it if they want to become effective listeners and develop communicative skills.
- The administrative body of Abyot Kirs Preparatory School should change the vacant classrooms that the researchers observed into listening laboratories.
- Generally speaking, language learning is realized only by integrating at least two skills. Speakers need listeners, likewise, writers need readers. From this fact we can learn that each skill contributes its fair share for the occurrence and enhancement of language teaching and learning. As a result, all the stakeholders of the educational sector: teachers, students, school administrators, curriculum designers should give due attention for the neglected language skill like: listening, not tomorrow, not later, but now.

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Appendix A: Teacher's questionnaire
Adama University of science and Technology
School of humanities and law
Department of English post graduate

Dear teacher

This questionnaire is designed to find out grade 12 teachers and students practice in listening skill in line with the currently used textbook. It is one of the instruments which the researcher uses to gather the necessary data for the study. The researcher believes that your genuine responses will have much contribution to the success of the intended researcher.

Thus, you are kindly requested to give the required information provided. The researcher would like to assure you that all the responses you give will be kept confidential and used only for the research purpose. You don't need to write your name.

Thank you

Part 1: Personal information

Direction I: please give information about yourself for each of the categories below put a tick (✓) mark in the appropriate box where necessary.

1. Age _____ Sex _____
2. Qualification _____ Major _____ Minor _____
3. Teaching experience
 - 3.1. Total years of teaching experience _____
 - 3.2. English language teaching experience _____
4. Average number of students in one class _____

Part 2: The following items are concerned with the significance of in-service training regarding the introduction of the new text book. Please read the following items carefully and put a tick (✓) mark in the appropriate box.

1. How long have been teaching English language in grade 12 using the new text book
 1-10 years ☐ 1 – 20 years ☐ 1 – 30 years ☐ 40 Years ☐
2. Have you ever taken any kind of course or in service training related to the introduction of the new English for Ethiopia grade 12 students text book and teacher guide?
 Yes ☐ No ☐
3. Do you think that a continuous in service training is necessary to introduce teachers with teaching strategies of different language skills of the new text book including listening?
 Yes ☐ No ☐

Part 3: The following items deal with the teacher's book and other materials, and the appropriateness of the teaching strategies. Please read them carefully and give your response by putting a tick (✓) in the boxes

No	Item	No. of Respondent
1	Do you use the teacher's book to teach listening? Always Often Sometimes Rarely Never Total	
2	Do you think the teaching strategies are appropriate to teach listening? All of them Most of them Some of them Few of them None of them Total	
3	How often do you implement these strategies? Always Often Sometimes Rarely Never Total	
4	Do you use other materials to teach listening? Yes No Total	
5	If your response to item 4 is ye, which of the following do you use Video recordings Audio recordings	

	mostly?	Drawings Maps Photographs Others	
--	---------	---	--

6 If your response to this item is no, why not? Please comment _____

Part 4: please read the following items which deal with the role of text book in teaching listening in ESL/EFL classrooms and put a tick (✓) in the boxes indicating your practices and beliefs.

1. Does the book contain content (topics, issues) relevant to the learners?

Yes ☐ No ☐

2. Does the book take into account linguistic and cultural diversity of the learner population?

Yes ☐ No ☐

3. Are the directions written simply and clearly?

Yes ☐ No ☐

4. Do the exercises match the level of the learners the book designed for?

Yes ☐ No ☐

5. Does the book integrate listening, speaking, reading and writing activities naturally and reflect real-life usage?

Yes ☐ No ☐

6. Do activities encourage learners to try out new language skills in real life?

Yes ☐ No ☐

7. Does the book incorporate multiple grouping strategies (Whole group, small group, pair and individual work)?

Yes ☐ No ☐

8. Does the book focus on what learners need know and be able to do in real life?

Yes ☐ No ☐

9. Does the language practice represent real-life (authentic) and offer learners' opportunities for real-life application?

Yes ☐

No ☐

10. The activities can help students to develop different listening skills (e.g. Skills of prediction, understanding instructions or an idea).

Yes ☐

No ☐

11. The activities in the text book can motivate learners to take more responsibility for that learn

Yes ☐

No ☐

12. Does the book include listening texts and activities interesting or appealing to the learners?

Yes ☐

No ☐

13. Does the text book incorporate supporting audio-visual material (like VCD, DVD, CD, audio-cassette)?

Yes ☐

No ☐

14. Is the text book designed and organized in a way through which the listening lessons are taught and learnt?

Yes ☐

No ☐

15. If not why?

Comment

Part 5: The following statements refer to your classroom teaching listening comprehension practices. Please indicate how often you carry out these practices while you present the listening lesson by putting a tick (✓) in the box against each statement.

Key over = 0; Rarely = 1; Sometimes = 2; Usually = 3; Always = 4

No	Item		No. of Respondent
----	------	--	-------------------

1	The book contains content (topics, issues) relevant to the learners.	Yes No Total	
2	The book takes into account linguistic and cultural diversity of the learner population.	Yes No Total	
3	The directions are written simply and clearly.	Yes No Total	
4	The exercises match the level of learners the book designed for.	Yes No Total	
5	The book integrates listening, speaking, reading and writing activities naturally and reflects real-life usage.	Yes No Total	
6	The activities encourage learners to try out new language skills in real life.	Yes No Total	
7	The book incorporate multiple grouping strategies (while group, small group, pair and individual work).	Yes No Total	
8	The book includes topics that focus on what learners need to know and be able to do in real life.	Yes No Total	
9	The language practice represents real life (authentic) and offer learners' opportunities for real-life application.	Yes No Total	
10	The activities can help students to develop different listening skills (e.g. skills of prediction, understanding instruction or an idea).	Yes No Total	
11	The activities in textbook can motivate learners to take more responsibility for that learning.	Yes No Total	

12	The book includes listening texts and activities interesting or appealing to the learners.	Yes No Total	
13	The textbook incorporate supporting audio-visual material (like VCD, DVD, CD, audio-cassette).	Yes No Total	
14	The textbook is designed & organized in a way through which the listening lessons are taught and learnt.	Yes No Total	

15. If your response to item 14 is no, why? Please comment _____

Part 6. Except the first item which deals with you the rest items concern with the students' class room practices in listening skills. Please give your response by putting a tick (✓) in the boxes indicating your observations, beliefs, and practices.

Key: Always-4, Often-3, Sometimes-2, Rarely-1, Never-0

No	Practices	Rating Scale				
		0	1	2	3	4
1	How often do you teach listening					
2	Do the students in your class follow up listening lessons attentively?					
3	Are the students able to perform tasks when explained by you-the teacher?					

No	Item	No. of Respondent
4	Are the students able to follow instructions? All of them Most of them Some of them None of them Total	
5	Do you think the classroom listening enable them to encounter real-life listening outside the classroom (for example to listen to Radio, TV, Film, etc.)? Yes No Total	

6. If your response is no, why not? Please comment _____

Part 7. Except the first item which deals with you the rest items concern with the students' class room practices in listening skills. Please give your response by putting a tick (√) in the boxes indicating your observations, beliefs, and practices.

No	Practices	Rating Scale				
		0	1	2	3	4
	I. Pre-listening stage					
1	I introduce the listening text briefly					
2	I set purpose (s) for each listening activity					
3	I make instructions clear to the students					
4	I pre-teach some words used in the passage					
5	I get learners to predict what they will hear					
6	I help them understand why they are doing the activity, for example, to introduce new language, to practice listening to native speakers, etc.					
7	I tell the students to copy the questions, tables, and note outlines					
	II. While-listening stage					
8	I read the text aloud, and make students listen					
9	I engage the students in the listening and follow-up activities such as drawing pictures, putting pictures in order, following					

	a route on a map					
10	I encourage the students to listen and complete a form					
11	I tell students to listen and respond physically					
12	I makes them listen and correct factual errors					
	III. Post-listening stage					
13	I tell students to compare and complete their notes with their partners					
14	I move from group to group to check whether students discuss in English					
15	I engage the students in role play activities					
16	I let students express their individual views and opinions on the ideas reflected in the text, either supporting or opposing					
18	I give 'appropriate' feedback on the students' work in the listening activities					
19	I ask the students to report their groups' discussion one by one for a plenary or whole class discussion					

Key: Always-4, Often-3, Sometimes-2, Rarely-1, Never-0

Appendix B

Adama Science and Technology University

School of Humanities and Law

Graduate programme

Observation checklist

This checklist is intended to investigate the practice of teaching listening comprehension on the bass grade 7 english course book. The practices will be recorded in the category of yes/No, as they happen in the classroom. Each teacher will be observed four times.

School_____ Section_____ Period _____Time_____ Observation day_____

No	Practice	Yes	No
----	----------	-----	----

1.	The teacher introduces the listening text and activities briefly.		
2.	The teacher sets purpose (s) for each listening activity		
3.	The teacher makes instructions clear to the students		
4.	The teacher pre-teaches some words used in the passage		
5.	The teacher gets learners predict what they will hear		
6.	The teacher helps learners understand why they are doing the activity; for example, to introduce new language, to practice listening to native speaker etc		
7.	The teacher tells the students to copy the questions, tables, and note outlines		
8.	The teacher reads the text aloud, and make the students to listen and match		
9.	The teacher engages the students in some listen and follow-up active ties such as drawing pictures putting pictures in order, following a route on a map		
10.	The teacher encourages the students to listen and complete a form		
11.	The teacher tells students to listen and respond physically		
12.	The teacher makes them listen and correct factual errors		
13.	The teacher tells students to compare and complete their notes with their partners		
14.	The teacher moves from group to check whether students discuss in English		
15.	The teacher engages the students in role play activities		
16.	The teacher lets students express their individual view and opinion on the ideas reflected in the text, either supporting or opposing		
17.	The teacher engages the students in extensive writing exercises based on the listening text		
18.	The teacher gives appropriate feedback on the students work in the		

	listening active ties		
19	The teachers tells you to report their groups' discussion one by one for a plenary or whole class discussion		
	Students Practices		
20	The students learn listening lesson attentively		
21	The students understand simple instructions		
22	The students perform tasks appropriately		

Adapted from Cunningsworth 1995) in Hargewein (2003) and Terril et.al (2003), Wong,(2011).

Appendix-C: Student's Questionnaire

ለተማሪዎች የቀረበ መጠይቅ

ወ.ድ ተማሪ

ይህ መጠይቅ ከአራቱ የእንግሊዘኛ ቋንቋ ትምህርት ክህሎቶች አንዱ የማዳመጥ ክህሎት ትምህርት (Listening skills) በክፍል ውስጥ በምን መልክ እየተሰጠ እንደሆነና አዲሱ መጽሃፍ ለዚህ ትምህርት ምን ያህል አጋዥ እንደሆነ ለማወቅ የተዘጋጀ ነው፡፡

ስለዚህ የዚህ ጥናት አስተማማኝነት የሚወሰነው አንተ/ቺ ለእያንዳንዱ ጥያቄ በምትሰጠው/በምትሰጩው ትክክለኛ ምላሽ በመሆኑ በያንዳንዱ ክፍል ውስጥ ያሉትን መመሪያዎች በጥሞና በማንበብ ለጥያቄዎቹ ትክክለኛ መልስ በመስጠት የበኩልህን/ሽን አስተዋጽኦ እንድታደርግ/ሂ በትህትና እጠይቃለሁ፡፡

ማሳሰቢያ

ስም መፃፍ አያስፈልግም

ጥያቄዎቹ የሚሰሩት በግል ብቻ ነው

ለጥያቄዎቹ	የሚሰጡት	ምላሾች	ሚስጥራዊነት
ስለትብብራችሁ አመሰግናለሁ፡፡			

ክፍል አንድ፡ ግላዊ መረጃ

መመሪያ አንድ፡ ስለራስህ/ሽ የተሰጠውን ጥያቄ ክፍል ቦታው ላይ በመፃፍ መልስ/ሽ

1. እድሜ _____ ጾታ _____ የትምህርት ደረጃ _____

ክፍል ሁለት፡ የሚከተሉትን ጥያቄዎች በጥሞና አንብበህ ከተሰጡት ሳጥኖች መካከል ትክክለኛ መልስ ይዟል በምትለው ሳጥን ውስጥ ይህን ምልክት (✓) በማድረግ መልስ

2.1 የሚከተሉት ጥያቄዎች መምህራንን በተመለከተ የተዘጋጁ ናቸው (ከ1 እስከ 4)

1. መምህራችሁ የማዳመጥ ክህሎት ትምህርት (Listening skills) ያስተምሯችኋል

ሁል ጊዜ ☐ አብዛኛውን ጊዜ ☐ አንዳንድ ጊዜ ☐

በረጅም ጊዜ አንዴ ☐ በጭራሽ ☐

2. በጥያቄ ቁጥር አንድ ላይ የሰጠህ ምላሽ በጭራሽ ከሆነ ምክኒያቱ ለምን ይመስልሃል አስተያየትህን ባጭሩ ከዚህ በታች በተሰጠህ ቦታ ፃፍ

3. መምህራችሁ ለማዳመጥ ትምህርት የሚረዱ አጋዥ መሳሪያዎችን ይጠቀማሉ

አዎ ☐ አይጠቀሙም ☐

4. የሚጠቀሙ ከሆነ ከሚከተሉት ውስጥ የትኛውን

ቱፕ ☐ ቪዲዮ ☐ ስዕሎች ☐ ርታዎች ☐ ፎቶግራፎች ☐

ሌሎች ካሉጥቀስ/ሽ_____

2.2 ተከታዮቹ ጥያቄዎች እናንተን ተማሪዎችን በተመለከተ የተዘጋጁ ናቸው (ከ5 እስከ 9)

5. የማዳመጥ ትምህርትን (Listening skills) በሙሉ ልብህ ትከታተላለህ/ሽ

ሁል ጊዜ ☐ አብዛኛውን ጊዜ ☐ አልፎ አልፎ ☐ በጭራሽ ☐

6. መምህራችሁ በማዳመጥ ክፍል ጊዜ የሚሰጡዎችሁን መመሪያዎች በቀላሉ መረዳት ትችላላችሁ?

ሁል ጊዜ ☐ አብዛኛውን ጊዜ ☐ አንዳንድ ጊዜ ☐

በረጅም ጊዜ አንዴ ☐ በጭራሽ ☐

7. መምህራችሁ በማዳመጥ ክፍል ጊዜ የሚሰጡዎችሁን ማንኛውንም ትዕዛዛት ትተገብራላችሁ?

ሁል ጊዜ ☐ አብዛኛውን ጊዜ ☐ አንዳንድ ጊዜ ☐

በረጅም ጊዜ አንዴ ☐ በጭራሽ ☐

8. በክፍል ውስጥ የምትማሪዉ የእንግሊዘኛ የማዳመጥ ክህሎት ትምህርት በገሀድ አለም ላለዉ የማዳመጥ ችሎታ (ለምሳሌ ቲቪ፣ ሬድዮ ፊልም ወዘተ) ለመከታተል አስችሎኛል ብለህ ታምናለህ

አዎ ☐ አላስቻለኝም ☐

9. ለጥያቄ ቁጥር 8 መልስ አላስቻለኝም ከሆነ ለምን

2.3 የዚህ ክፍል የመጨረሻዎቹ ሁለት ጥያቄዎች የተማሪዎች መማሪያ መጽሐፍን በተመለከተ የተዘጋጁ ናቸው። (ከ10 እስከ 11)

10. በመፃህፉ ውስጥ በማዳመጥ ትምህርት ስር ያሉት ታሪኮች፣ ጽሁፎች፣ ቃለ መጠይቆች፣ ወዘተ ማራኪና ስሜት አነሳሽ ናቸዉ ብለህ/ሽ ታስባለህ/ሽ

ሁሉም ☐ አብዛኛዎቹ ☐ ጥቂቶቹ ☐ በጭራሽ ☐

11.የመፀሃፉ የዉስጥ ክፍል በስዕላት ፎቶግራፎች፡ ካርታዎች ያካተተ ነዉ ይህ መሆኑ መፅሃፉን ሳቢ አድርታል ብለህ ታምናለህ

ሁሉም ☐ አብዛኛዎቹ ☐ ጥቂቶቹ ☐ በጭራሽ ☐

ክፍል ሶስት የሚከተሉትን ጥያቄዎች የማዳመጥ ክህሎት በክፍል ውስጥ እንዴት እንደሚተገበር

ለማወቅ የተዘጋጁ ናቸው ። ስለዚህ ትክክለኛ መልስ ይዞአል በምትለው/ይው ሳጥን ውስጥ ይህን ምልክት [/] በማድረግ መልስ ወይም መልሼ

በጭራሽ(0) በረጅም ጊዜ አንዴ(1) አንዳንድ ጊዜ(2) አብዛኛውን ጊዜ (3) ሁልጊዜ(4)

ተ.ቁ	ጥያቄዎች በክፍል ውስጥ የሚደረጉ የማዳመጥ ክህሎት የመማር ማስተማር ሂደት					
		0	1	2	3	4
1	መምህራችሁ የእለቱን የማዳመጥ ክህሎት ትምህርት ያስተዋውቃሉ።					
2	የእለቱ ትምህርት አላማን ያስተዋውቃሉ ።					
3	መመሪያዎችን ግልፅ በሆነ መልኩ ይሰጣሉ					
4	በመፅሀፉ ላይ ያለውን ምንባብ ከማንበባችሁ በፊት ከምንባቡ የተወሰዱ ቃላትን ያስተምሩዎቸዋል					
5	የማዳመጥ ክህሎት ትምህርቱ ስለምን እንደሆነ አስቀድማችሁ እንድትገምቱ ያደርጉአችሁአል					
6	የክፍል መልመጃዎችን ለምን እንደምሰሩ ያስረዱአችሁአል					
7	ሰንጠረዦችን ፣ ጥያቄዎችን እና ዋና ዋና ነጥቦችን እንድትፅፉ ያደርጉአችሁአል					
8	ምንባቡን ጮክ ብለው በማንበብ እንድታዳምጡአቸው ያደርጉአቸሁአል					
9	ምንባቡን ካዳመጣችሁ ቦሃላ የተለያዩ የክፍል ውስጥ ስራዎችን ለምሳሌ ስእል መሳል ፣ ስእላትን በቅደም ተከተል ማስቀመጥ ፣ በካርታ ላይ ፈለግን መከተል የመሳሰሉትን እንድትሰሩ ያደርጉአቸዋል					
10	ምንባቡን ካዳመጣችሁ በሁሉ ፎርሞችን እንድትሞሉ ያደርጉአችሁአል					
11	መምህራችሁን አዳምጣችሁ በሰውነት እንቅስቃሴ መልስ እንድትሰጡ ያደርጉአችሁአል					
12	ምንባቡን አዳምጣችሁ መሰረታዊ ስህተቱን እንድታርሙ ያደርጉአችሁአል					
13	ከንደኞቻችሁ ጋር ማስታወሻችሁን በማስተያየት እንድትፅፉ ያደርጉአችሁአል					
14	በክፍል ውስጥ በመዘዋወር በእንግሊዝኛ ቋንቋ እየተወያያችሁ መሆኑን ያረጋግጣሉ					
15	የተለያዩ ገፅ ባህርያትን /role play/ እንድትጫወቱ ያደርጉአችሁአል					
16	በመልመጃዎቹ ላይ ያሉትን ነጥቦች በተመለከተ በተቃውሞም ሆነ በድጋፍ መልክ ሀሳባችሁን እንድትገልፁ ያደርጉአችሁአል					
17	ምንባቡን ካዳመጣችሁ በሁሉ ምንባቡን በተመረከበ ረጅም የመልመጃ ፅሁፎችን ያፅፏሉአችሁአል					

18	ለሰራችሁላቸው መልመጃዎች ተገቢውን ግብረ መልስ ወይም ፊድ ባክ ይሰጡላችሁአል					
19	በቡድን ስትወያዩባቸው የነበሩትን ነጥቦች ከየቡድኑ አንድ በአንድ ለሁሉም የክፍሉ ተማሪዎች እንድታቀርቡና ባጠቃላይ የክፍሉ ተማሪዎች እንድትወያዩባቸው ያደርጋሉ					

APPENDIX D

Adama Science and Technology University

SCHOOL OF Humanities and Law

Post Graduate Program

Checklist for Analysing the Content of the Listening Texts and Activities

1. What kind of listening material is contained in the course?. Does listening form part of general oral work (E.g. dialogues, role plays, conversation, etc.), or. Is listening handled in its own right with listening texts for comprehension?
2. If there are specific texts, what are the input sources, live, recorded, authentic or specially constructed passage for loud reading?
3. Are the listening texts set in meaningful contexts?
4. If there are audio-recorded materials, what do they look like in terms of sound quality, speed of delivery, accent and authenticity?
5. If there are video materials, is good use made of the visual medium to provide a meaningful context?
6. What kinds of activities are based on the listening texts, comprehension questions, extracting information, writing summaries, completing tables, etc?
7. Do the activities reflect purposes for listening that approximate authentic real life listening?
8. How closely do the input and tasks relate to the micro-skills that listening comprehension involves?
9. What kinds of visual support are provided to make the texts/tasks less difficult?
10. Are there suggested procedures for teaching the listening materials? Are there pre-, while-, and post-listening stages?
11. Are the materials selected and designed by considering the needs of the students?

12. Are the maps, pictures, photographs included in the text book make it attractive?
13. Do the activities in the text book motivate learners to take more responsibility for their learning?
14. Does the book integrates listening, speaking, reading and writing activities naturally and reflects real life usage? (Richards 1985, Rost 1990, Cunningsworth 1995) in Hargewein (2003) and Terril et.al (2003), Wong, (2011).