

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTEMENT OF ENGLISH

**AN INVESTIGATION INTO TEACHERS TEACHING OF
LISTENING SKILLS: OBORA SECONDARY SCHOOL
GRADE 9 IN FOCUS**

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JULY, 2016

ADAMA, ETHIOPIA

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A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF ARTS IN TEACHING ENGLISH AS A
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Abstract

This study was conducted with the objective of finding how teachers implement listening activities at grade 9 level. The study was carried out in Obora secondary school found in Oromiya region Bale zone. Eighty students and three English language teachers were involved in the study.

Data were collected using questionnaires, observation and content analysis. Three of the teachers who were teaching English in grade 9 completed the questionnaire. A questionnaire was also distributed to eighty students (46 male and 34 female) who responded to the items. To see how they were implementing listening activity, three of the teachers were observed (each four times) while they were teaching listening. The information gathered from the classroom observations was cross-checked against the questionnaires. All twelve units in English for grade 9 textbook were analyzed using a check list prepared for the consumption of this study. Then, responses given to questionnaires and the findings of the classroom observations were analyzed using frequency and percentage. The findings revealed that teachers failed to implement fully the teaching of listening according to the procedures and techniques favored by the teacher's book.

Finally, based on the findings, it was recommended that teachers on their part should give more attention to teaching of listening. They should take time and prepare thoroughly before they come to class to teach listening. The material writers should also revisit the text and the three stages in line with their purpose and procedures to be employed to teach listening skill need to be included in the teacher's book. It also, good if a listening text which read by the teacher is not available in the student's textbook. It might hinder students to develop their listening ability once everything is in their textbook.

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

In second language teaching, making students aware of listening skill techniques is one of the essential aspects of language teaching that the teacher should do. It is also helpful for students to learn English as it is now a language that has become the medium of instruction from secondary to university levels. It seems for this reason that English is taught as a distinctive discipline in all levels of schools and used as a medium of other subjects in all secondary and tertiary levels. English is also a means to accessing latest development in science and technology.

In addition, English has a dominant importance in the global communication system. It has become a means of exchange, scientific findings and other current world wide issues. A graduate is expected to produce today not only for the local, but for the global market. Listening is an important skill for the person who is learning English because in verbal communication we cannot communicate with each other without listening to the speaker's utterances and understanding them.

Listening, as we know, is the skill of understanding spoken language. Listening is an essential skill which is present in most of the activities we carry throughout our lives. As Lindsay and Knight (2006) show, we listen to a wide variety of things. The aim of teaching listening comprehensions; therefore, motivate to help learner of English cope with listening in real life like listening to announcement, to the radio, watch TV, taking part in a lesson, participating in telephone conversation, in a meeting among others.

Like other languages for example, Amharic and Afan Oromo, English has four basic skills, namely, listening, speaking, reading and writing. Among these skills, listening is an important skill in which students need to gain adequate proficiency. It is a critical means of language learning that is the basis for other language skills (Vandergrift, 1999). As Hansen pointed out, "Listening comprehension provides the right conditions for language acquisition and development of other language skills" (2000:138). It is very much important particularly in the educational setting where a foreign language is used as a medium of instruction. In case of Ethiopia, listening ability plays a prominent role on students' achievement in other field of studies. But there is not enough focus for this skill in teaching practices. According to Devine (1982), Listening is the primary

means by which incoming ideas and information are taken in. Therefore, effective listening becomes one of the determining factors for students' success or failure (Tarone and Yule, 1989).

Much has been said about the discrimination of listening teaching in English foreign language class. There are several researchers conducted in the areas of reading, speaking and listening teaching on each without considering their interdependence effect on teaching language. But little attention is given to what extent English language teachers teach listening at secondary school. This implies that there is still a problem that needs to be investigated in this skill.

1.2 Statement of the Problem

In Ethiopia, English is the medium of instruction from the beginning of second cycle to tertiary level. This makes it important for learners to possess adequate proficiency in the language. Teachers should be aware that they teach the language to their students to help them use it in real life situation. Mainly in the context of learning English as a foreign language (EFL), effectiveness in the teaching listening will have a multiple effect on students' performance on English and in other subjects. This is because, listening is the most fundamental skill to develop the other three skills (speaking, reading, and writing) and note taking abilities.(Nunan, 2002). Additionally it is the most frequently used skill in the classroom (Feyten, 1991).At secondary level, where the medium of instruction is English, the academic environment often requires students to listen attentively during explanation and at other academic setting. For this reason, with increased attention to listening skills of a foreign language instruction, teachers should understand how to teach the listening to their students. (Long and Macian,1994).

As one of the skills which we first practice in life is listening, it has an important role in one's successful communication and academic accomplishment. Nadig writes "Effective communication exists between two people when the receiver interprets and understands the sender's message in the same way the sender intended it." Nadig(2006,21) underscores the listener's role to have successful communication. In other words, we need to expand our listening abilities so as to continue understanding.

As Moges states "in a foreign language context, the listening abilities of learners could influence learners' achievement in other disciplines"(2003:2). He seems to give emphasis to how important listening skill is for student's academic successes in situations like Ethiopia.

In the case of Obora, Secondary School, particularly in grade 9, the listening abilities of most students seem to be inadequate. For instance, when the teachers give different instructions to the student, they did not understand easily. This shows they have a problem listening in the language. According to my experience as an English teacher at high school, most teachers in this school emphasized language forms (grammar), not listening activity. This implies that English language teachers at Obora secondary school still seem to have problems in practicing teaching listening skill. In light of this, the purpose of this study is to assess the problems in this school.

1.3 Objectives of the Study

1.3.1 General Objective

The main objective of this study is to find how teachers implement listening activities at grade 9 level.

1.3.2 Specific Objectives

The specific objectives of this study are to:

- a. Identify how teachers implement listening activities in grade 9 English class.
- b. Examine whether or not teachers' teaching of listening lessons matches with the procedures suggested in the course book.
- c. Identify problems students face during learning listening lessons.

1.4 Research Question

In order to achieve the given objectives, the following questions are designed.

1. How do teachers teach listening lessons to students of grade 9?
2. To what extent do teachers presentations of listening lessons follow the procedures and techniques proposed in the course book?
3. What problems do grade 9 learners face in learning listening lesson?

1.5 Significance of the Study

The findings from the study is hoped to provide information on teachers teaching of listening activities to English teachers and researcher. First, the result of this study can help English teachers to use different ways of teaching listening activities and to feel self-confidence in listening activity. Second, the study motivates the learners in attending teaching listening

lessons. Third, it helps material developers to make some improvements in the teaching materials. It also helps other researchers to make use of these findings as bases or further study in the area.

1.6 Scope of the study

The study would have been much important if it was conducted on large scale in compassing all grade levels and schools in the worda, but it was delimited to investigating only Obora grade 9 teachers teaching of listening skills. And the objectives of the study are delimited to teaching listening skill and it does not exhaustively explore all language skills but concerned with only teaching skill.

1.7 Limitation of the study

The study would have been comprehensive if more schools teachers were observed and more observations were held for a longer time. But due to time and finance constraints, the study was limited to one school were eighty students and three teachers were involved. A large sample from different high school would definitely yield more general findings. As a result, conclusions deduced or generalized from such a narrow context and recommendation provided might not severe definitely the case of high schools throughout the Bale zone and the study does not offer any conclusive findings about teachers teaching listening skill and also the findings may not be generalized.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter deals with the definition of listening, stages in teaching listening (pre-listening, while-listening and post –listening), process in listening (bottom-up and top-down) and types of listening strategies.

2.2 Definition of Listening

Listening knowledge is regarded as a difficult, interactive procedure in which listeners know the oral input from sound discrimination, former knowledge of vocabulary, grammatical structures, stress and intonation, as well as other linguistic, paralinguistic or non-linguistic clues in related expression (Rost, 2002). Although listening is one of the most challenging skills for students to develop, it is the most important skill for communication and academic achievement. Thus, efforts should be made to practice the strategies that enable students develop this demanding but fundamental skill.

Turner (1995), explains that listening activity is greater than hearing. It involves both physical and mental processes, hearing and interpreting. The mental processes are both difficult and unobservable. We do not know for sure accurately what happens and it is not always easy to recognize where things have gone incorrect when listening is not successful.

According to Nunan, (2001) listening is a six staged procedure, consisting of Hearing, Attending, Understanding, Remembering, Evaluating and Responding. These stages happen in chain and quick succession.

The first one, Hearing, has to do with the answer caused by sound waves motivating the sensory receptors of the ear; it is the awareness of sound, not essentially paying concentration, you must hear to listen, but you need not listen to hear. For this, it needs attention; it refers to a choice that our brain focuses on. The brain screens stimuli and permits only a select few to come in to focus.

The next stage is Understanding, which consists of analyzing the meaning of what we have heard and accepting signs we have seen and heard. We must investigate the stimuli we have perceived representative stimuli are not only terms; they can be sounds like approval, like a blue identical that have not literal meaning as well. To do this, we have to state in the exact situation

and recognize the planned meaning. The meaning close to these symbols is a role of our past relations and of the situation in which the symbols take place for doing well interpersonal statement. The listener must know the planned meaning and the situation understood by the correspondent.

The next stage, Remembering is a significant listening procedure because it means that a personal, future to receiving and interpreting the message, has also added it to the mind's storage space, which means that the information will be remembered in our mind. But just our special treatment choosy, so too is our memory, what is remembered may be quite unusual from what was initially heard or seen. In the second to last stage, Evaluating, the listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion. The successful listener makes sure that he or she does not start this action almost immediately, as opening this stage of the procedure before a message is finished. In no longer hearing and attending to received message and, as a consequence, the listening procedure ceases.

Lastly, responding a step in which, according to the answer, the speaker checks if the communication has been received properly. This step requires that the receiver finish the procedure through spoken or symbolic response, because the speaker has no other means to decide if a message has been received. As a result, it is sometimes difficult as we do not have the chance to go back and check understanding

Listening comprehension is also defined by Underwood (1989), it is the action of paying concentration and tiresome to find meaning for somewhat we hear. It is a difficult procedure that allows us to comprehend spoken language through listening; we practice language in real time employing pacing, unit of training and pausing that are characteristic to spoken language.

Morley (1990) described, one way message refers the auditory input comes from a deferent sources (e.g. news, lectures, films, public address announcement). The listener listens to the speaker but does not respond. On the other hand, two way communication is to contact listening in which the reciprocal speech chain of speaker listener is noticeable to us. In one way task all in put comes from an outside source (like video tape) to the learner and he learners is responsible for doing something with the input (such as writing down key words and formulating main ideas). In the two way task, some input comes from outside, usually from a partner, and the

learner has to process that information then produce some kind of comprehensible output to a partner to complete a collaborative task. Both kinds of tasks are useful in communicatively oriented classroom because they focus on interactive speaking and listening. The other self-dialogue communication is the one in which the listener takes interior roles as ‘‘ listener’’ and ‘‘ speaker’’ in her/his thought processing without being responsive of it.

In addition, Morley suggests that listening is ‘‘... an activity of information processing in which the listener involved in two way communication...’’(1991:90) Regarding the processes involved in listening, Ahuja and Ahuja describes, ‘‘Listening is hearing plus attending plus understanding plus concentrating plus remembering plus continually grasping and processing information.’’ (1990: 18). The process tells us that hearing is only the first step to listening and that listening is a challenging task that involves understanding the speaker’s accent, grammar, vocabulary etc. These definitions, in general, portray that listening is not a passive skill as it was expected to be and that it is an active skill when demands more than receiving sound.

2.3 Three Stages in Teaching Listening

Listening tasks in general should consist of some well-structured stages. These are pre- listening, while- listening and post- listening stages (Underwood, 1989; Yagang, 1993).In this section, the researcher would like to discuss what the purpose of each stage is, and also what activities are practical and useful for the students at each stage. First, explain the pre-listening stage then touch the while-listening and lastly consider the post-listening stage.

2.3.1 The Pre-listening Stage

Before they happen to listen to a certain listening text, students should do some activities which help them prepare for what they will hear. Lindsay and Knight (2006) state that pre-listening activities should aid learners by focusing their attention on the topic, activating any knowledge they have about the topic, and making it clear to the learners what they have to do while they listen. Similarly, Turner (1995) describe that pre-listening work is concerned with setting the scene, preparing the ground linguistically and culturally before the listening begins. In real- life situations, it is rare that people listen to some thing without background information. Therefore, when asking students to do listening practice, teachers had better provide related information, which will facilitate students listening comprehension.

Underwood (1989) also says that listeners' expectations are very significant for understanding what speaker say:

There are very few occasions when people listen without having some ideas of what they expect to hear. For example, when you go to the check-in desk at air port, you have an idea of what the clerk will say. And when you meet an old friend, you probably know more or less what the opening words will be. But when students sit in the classroom and the teachers says 'Listen to this', and then switches on the cassette recorder or being to read aloud, the students may have no idea what to expect. Even if the sounds and words they hear are not unfamiliar, they may still be unable to understand because they lack certain kinds of knowledge necessary for them to comprehend. (30)

We see, hinted in this extract from Underwood, how significant listeners' expectations at the pre-listening stage. We should bear that in mind. What do we usually do in teaching listening? Do we give the students a task to be completed before they listen to some thing? Here the teachers should provide the students with some hints at the pre-listening stage. To do so leads to the achievement of success in listening comprehension, because it makes the students motivated and gives them the confidence to try to listen. We agree with her in thinking that pre-listening activities have the important role of machining listeners expect and activating listener schemes before listening. However, we encounter difficulties when we try to use these activities in our classroom. Which activity is suitable for high school students.

2.3.2 While- listening Stage

While- listening activities have been briefly expressed by Lindsay, and Knight, (2006) as all tasks that students are asked to do during the time of listening to the text. The nature of these activities is to help student to listen for meaning that is to elicit a message from the spoken language. While- listening exercises should be interesting and challenging. They should guide the students to handle the information and messages from the listening text. Little wood assert about while-listening stage as follows:” *The active nature of listening means that, no less than in speaking, the learner must a communicative purpose. The purpose determines to a large extent what meanings he must listen for and which parts of the spoken text are most important to him*” (1981:67). From this passage, we realize that he places importance on listening with a purpose. That is to say, we need to provide some tasks which are relevant to the listening text and to make

learners pay attention to listening at the while-listening stage. For example, there may be parts where learners do not need to understand every detail, but only to listen for the general gist. There may be other parts where a topic of special significance arise, requiring them to listen for more detailed information – for example, so that they can report about the topic to other members of a group. At other time, a task may require them to listen for specific pieces of information distributed through the text.

In addition Underwood says the following about the purpose of while-listening stage “*While-listening activities are what students are asked to do during the time that they are listening to text. As far as listening comprehension (i.e. listening for meaning) is concerned, the purpose of while-listening activities is to help learners develop the skill of eliciting messages from spoken language*”(1989:45). she pointing out that while-listening activity is essential for learners. Judging from what she says, we consider that particularly using a gird at while-listening stage is significant in order to develop learners’ proficiency in listening comprehension. She gives us various kinds of ideas for while-listening activities. However, we have no idea about which activity is appropriate to high school students.

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2.3.3 Post-listening Stage

In real life, we mix and combine the skills all the time. Listening and speaking are inseparable for the young first language learner. Throughout our daily lives, we read and make comments; we listen and write. Therefore, the language learning we do through listening should be connected with the language learning we do through speaking, reading or writing. Post-listening activities can consolidate what has been heard through reading and writing, which are more self paced and reflective activities (Rixon, 1986). This activity can be used to check comprehension. The comprehension check is either related to pre-listening activity such as predicting, or extends the topic and helps students remember new vocabulary.

According to Underwood (1989), the definition of post-listening activities described as follows; *“Post-listening activity embrace all the work related to a particular listening text (Weather Recorded or spoken by the teacher) which are done after listening is Completed. Some Post-listening activities are extensions of the work done at the post-listening and while- Listening stages and some relate only loosely to the listening text itself “(1989:74).* Here, we notice that post-listening activities are vital ones which learners wrestle with after listening to a text, and that we need to prepare a task which links to output at the post-listening stage. In this stage listening occurs in the few minutes following the actual attending to the text. This is probably the most important part of listening instruction because it allows learners to build mental representations and develop short term second language memory, and increase motivation for listening a second time. Post-listening stage involve additional reading, writing, speaking, and may include comparing notes, negotiating a summary with a partner , and formulating responses, or questions about what was just heard.

2.4 Processes in Listening

Listening is an active process for constructing meaning in which two kinds of processes are involved simultaneously: bottom-up and top-down processing.

2.4.1 Bottom-up Listening process

Bottom-up listening process that teach the language content first can help learners to understand enough linguistic elements of what they hear to then be able to use their top-down skills to fill in the gaps. This process, explained by Nunan as the “process of decoding the sounds that one hears in linear fashion, from the smallest meaningful units (phonemes) to complete texts” (1999: 1). In other words, the brain acts as a sort of a” tape-recorder”, in which data entering the brain is transformed into sounds, linking into words and clauses eventually ending up as meaning for listener. Peterson also defines bottom-up process as the lower level process “triggered by the sounds, words, and phrases which the listener hears as he or she attempts to decode speech and assign meaning” (2001:88). Bottom-up strategies are text based strategies because they depend on using clues or evidence from existing text to understand new information. That includes strategies like repeating some words that the listener heard probably because they seem to be key words as long as they occur frequently than other words. Some listeners used these strategies to acquire the meaning of the message based on the incoming language data from sounds, to words

to grammatical relationships, and ultimately to the meaning. Students build meaning from lower level sounds to words and then to grammatical relationships and finally lexical meanings in order to arrive at the final learners use linguistic knowledge to understand the meaning of message.

2.4.2 Top-down Listening Process

Top-down listening means you ask your students to predicate the content of a listening process beforehand, using information about the topic or situation, pictures, or key words. This process encourages students to use their knowledge of the topic to help them understand the content. Peterson defines top-down process as the higher level process “driven by listeners’ expectations and understandings of the context, the topic, the nature of the text, and the nature of the world” (2001:88). The premise being that the listener re- constructs meaning using the incoming sounds as clues. To do this the listener relies on his or hers prior schemata or background knowledge to anticipate the meaning of what the speaker may say. Unlike bottom-up strategies top-down strategies is thought to be a higher cognitive level in the sense that it deals with more abstract clues. Thus, to deduce the meaning from and interpret the message, listeners use top-down stratagem by relating what they hear with their schemata knowledge. Schemata knowledge includes learners’ background knowledge of the topic, the listening context, the text type, the culture or other information stored in long-term memory as schemata.

Researchers tend to agree that when we listen, both bottom-up processing and top-down processing complement each other. As Peterson explains, “ In proficient listeners, top-down and bottom-up processes interact so that lack of information at one level can be compensated for by checking against information at the other level” (2001:89). Van Duzer also warns that “learners need to be aware that both of these processes affect their listening comprehension, and they need to be given opportunities to practice employing each of them” (1997:3).

Therefore it is important for the teachers to take care when selecting strategies and listening activities for their classes. Van Duzer (1997) drawing on a number of research listening tasks should be relevant, materials be authentic and incorporate both bottom-up and top-down processing. The development of different listening strategies should be encouraged and activities teach not test, and cultural concerns should be taken into consideration.

The degree to which listeners use the one strategy or the other will depend on the knowledge of the language, familiarity with the topic or the purpose for listening. For example, listening for gist involves primarily top-down processing and strategies, whereas listening, for specific information, as in a weather broadcast, involves primarily bottom-up strategies to comprehend all the desired details.

2.5 Types of Listening Strategies

According to Oxford (1990) there are two general types of listening strategies: direct strategies and indirect strategies.

2.5.1 Direct Listening Strategies

Direct listening strategies are divided into three categories: Memory, cognitive and compensation strategies. Memory strategies help the learner accumulate new information in memory and recover it soon after. They are mainly said to be valuable in vocabulary learning which is ‘‘ the most sizeable and unmanageable component in the learning any language’’ (Oxford, 1990: 39). Memory strategies help learners by building them accumulate verbal material and then recover it when required for contact. Arranging things in order, making associations and reviewing well are simple principles of memory strategies. This principles all involve meaning, creating mental linkage, applying images, and sounds, reviewing well and employing action are only strategies which help learners store in memory the important things they hear in the new language thus enlarging their knowledge base.

The second direct listening strategies are cognitive listening strategies. According to, Oxford (1990) cognitive listening strategies are the most common type of strategies used by learners. These listening strategies can be categorized sets: practicing, getting and transfer messages, analyzing and interpretation, and creating structure for input and output. For example, one use of this strategy is repeatedly listening to native speakers the new language on tape or recorder, with or without silent rehearsal (repeating the words to one self mentally).

The third, compensatory strategies can help learners to overcome knowledge limitations when they do not hear something clearly or cannot catch all the words. They are also useful when

learners face with a situation in which the meaning is only understood or purposely indistinct. When learners are confronted with unfamiliar expression, they can make use a range of clues so as to estimate the meaning of those expressions. Some of these clues are related to the type of vocabulary used that the listeners need to be familiar with in order to guess what is beyond the language. For example, listeners can make a good guess about the social status of certain participants from the way they addressed such as ‘Mrs.’, and ‘Miss’.

2.5.2 Indirect Listening Strategies

The second kind of strategies, that is, indirect listening strategies consists of three subcategories: Meta cognitive, Affective, and Social strategies. Meta cognitive strategies occupy the use of listening understanding behavior and use individual perceptions to help learners enlarge their level of listening understanding. These strategies go further than the cognitive procedure and offer a way for learners to manage with their personal learning method.

The second indirect strategy is affective strategies, still it is complicated to explain affective domain within definable restrictions, to Brown (2002). It encompasses such concepts as self-esteem, attitudes, motivation, anxiety, culture shock, inhibition, risk-taking and tolerance of ambiguity.

Oxford claims that “the affective side of the learner is probably one of the very biggest influences on language learning success or failure” (1990:140). Knowing how to control one’s emotions and attitudes about learning may control the language learning method completely since it will make the learning more efficient and pleasurable. It is also identified that unhelpful outlook can delay improvement. Excellent language learners often know how to manage their emotions and attitudes about education. There are many cases in which learners have no harms dealing with practical aspects of the language. For example, students may completely know a listening text, but they would not be able to achieve the listening activity effectively if the text is racially hateful. The control over such factors is gained through the treatment of affective strategies (Bacon, 1992).

The last indirect listening strategy is social strategies. Since language is a form of social actions, it involves message between and among people. In learning situations, there are varied capacity groups within which learners can extend some suitable strategies for distribution thoughts and asking for help. Social listening strategies allow language learners to learn with others by building use of strategies such as asking questions, cooperating among others, and empathizing by others (Oxford, 1990). Their appropriate use is extremely important since they determine the nature of communication in learning context. Asking for clarification or verification, cooperating with others and empathizing with others help listeners, to become more aware of mind set of other people.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the research methods that were used to collect data. It discusses the sampling, data collection instruments (questionnaires, classroom observation, and content analysis), and data collection procedures and data analysis used to bring out the research.

3.2 Design of the study

Descriptive survey research design involving both qualitative and quantitative techniques was employed. These techniques were chosen because they provided information regarding the status of the current teachers teaching of listening lesson.

3.3 Sampling

The target population of the study is grade 9 students, who are 402(231 male and 171female) and 3 male English teachers. From the target population (46 male and 34 female) totally 80sample students were selected by simple random sampling method and the available English language teachers were selected with purposive sampling method. Therefore, both qualitative and quantitative techniques help the learner to draw valid conclusions for advance planning of the methods to be adopted for collecting the relevant data and techniques were used during analysis.

3.4 Data Collecting Tools

In order to achieve the satisfactory result, the study used the following instruments; namely, questionnaires, classroom observations and content analysis of students' English textbook and teachers' book for grade 9. Three of the instruments used to triangulate the information and increase the credibility of the study.

3.4.1 Questionnaires

To collect data about teachers' practices while teaching listening lessons, close-ended questionnaire were designed for both teachers and students. For teachers, it consisted four sections. The first section was about teachers' personal information. The second section was about importance and use of the listening texts and activities. The third section deals with the

preparations teachers made before listening takes place. The last section was gather information about teacher's actual teaching of listening and the teaching technique they employ in the real classroom. The questionnaire for the students was designed in Afan Oromo, and which were contained two sections. The first section which was about the listening lessons in their course book. The second, section which was about the teachers' practice of teaching listening in the actual classrooms. The questionnaire was set in five point liker-scale (always, usually, often, sometimes and never).

3.4.2 Classroom Observation

To cross check the data which was obtained from the questionnaire and to see what teachers actually do while teaching listening, classroom observation was utilized as main data gathering tool. Thus, checklist was prepared to identify how often teachers practice listening activity and to observe the actual setting of teachers teaching listening lesson in English class as well as student's role during this activity. The three selected teachers observed each of them four times. The researcher employed overt type of observation. Overt observation is those being observed are aware that the observation is taking place. This employed when the teacher teaches listening skill according to his plan.

3.4.3 Content Analysis

To have a clear picture of the practice of teaching listening skills in the school, the listening texts and activities in the students' text book and teachers' book analyzed. This helped to examine the content of the listening material and the procedures proposed to teach them. To carry out this, a content analysis checklist adapted from Cunningsworth, 1995 (see Appendix D).the items emphasized the nature and characteristics of listening texts and activities. Based on the checklist and content map, descriptive analysis of the content of the listening components made (see Appendix E)

3.5 Data Collection Procedure

The first instrument which was employed in this study is questionnaire. It was used to get information from both teachers and students about how teachers implement teaching listening skill in their classes. Next classroom observation was made based on check list about teachers

implement whether they practice different techniques or not. Lastly to have clear picture of the practice of teaching listening skills in the school the students' text book was analyzed.

3.6 Data Analysis

The data collected from teachers' and students' questionnaires and observation were first gathered, tallied and finally analyzed. Then, descriptive analysis was made for each report and percentages. In addition, mean values were used in some cases the content of listening in the course book was analyzed based on the checklist.

In order to triangulate the data gathered from questionnaires, the researcher also used an observation and content analysis. The data gathered through questionnaires (from both teachers and students), classroom observation presented in an intermingled way.

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA

4.1 Teachers' Background

Table 1

No	Questionnaire Item	
1	a. Sex:	male
		Female
		Total
	b. Qualification	1 st Degree
		2 nd Degree
		Total
2	English language teaching experience	
	a. Teaching experience in general	6years
		Above 2o years
	b. English language teaching experience at primary level	2
	14 years	

As shown in the above Table, three of the teachers are 1st degree holders. As to their experience, two of them have taught English for above 20 years. And the other one indicates that he taught English for six years. Two of the teachers replied that they have taught English at primary level above fourteen years. What is common to all of them, as they replied, is that they all have taught English for six year using the newly published textbook for grade 9.

Table 2**4.2 Teachers' Responses to the Use and Importance of the Listening Texts**

No	Questionnaire Item	Responses in No
1	Which of the listening texts are suitable? All of them Most of them Some of them None of them	- 1 2 -
2	Which measures teachers take when texts are not suitable amending adapting omitting Total	1 2 - 3
3	Whether they teach the listening lesson or not Yes No Total	3 - 3
4	Frequency of teaching listening lessons Rarely Sometimes Usually Always Total	1 1 1 - 3

As indicated in Table 2, all the teachers responded that they teach the listening sections given in the course book. Regarding how frequently they teach listening in their classes, one teacher replied that he usually teaches the listening sections given in the course book and another teacher reported that he sometimes teaches the listening sections. One teacher, however, responded that he rarely teaches listening. This implies that not all the teachers give equal attention to teaching of listening. They sometimes or rarely teach it.

As far as the suitability of the listening texts is concerned, two of teachers responded that only some of the listening texts are suitable to the students. The other teacher respondent replied that most of the listening texts fit to grade 9 students.

Regarding item number 2, two teacher respondents pointed out that they adapt the text given in the course book when they find it is not suitable to the students. One teacher responded that he amends a listening text when the already available one is not suitable to the students. The researcher did not see them doing this in all the observation sessions. Thus, it can be concluded that they were not using appropriate measures like adapting or omitting, the already prepared materials which demand preparation.

Table .3 4.3 Responses of Teachers on Pre-teaching Preparation

No	Questionnaire Item	Responses in No
1	Using visual aids Yes No Total	3 - 3
2	The kinds of visuals they use Picture Audio recording Video recording Maps Drawings Others	3 - - 1 2 -
3	Whether or not they required pre-teaching preparation Yes No Total	3 - 3
4	What kind of preparation they make a. Choosing the listening text b. Amending the listening text c. Identifying the listening text d. Studying the listening text and practice read loudly e. Designing listening activities f. Integrating listening with other skill g. Adapting listening text from other source h. Recording oneself on a cassette	3 3 3 3 3 - - -

According to Table 3, three of the teachers responded that they make the necessary pre- teaching preparations. With regard to preparations they make, all respondents consider the following before the actual teaching of listening takes place. They study the listening texts and practice reading them loudly. They also choose the listening text and amend the already available one. A part from this, they think of integrating the listening with other skills. In addition to this, two of the respondents replied that they identify the listening purpose and adapt listening texts during the pre-teaching sessions. However, all the respondents replied that they do not record themselves on a

cassette whenever they prepare themselves to teach listening.

Pertaining to the use of visual supports to minimize listening difficulty, all the respondents (three of the teachers) pointed out that they use visual aids. Concerning the types of supports they use, three teachers replied that they use pictures. Two of the respondent responded that they use drawing when they teach listening. However, it was indicated that audio and video recordings are not used by all the respondents. But on the open ended item, one teacher respondent replied that he uses gestures and body language to make the listening lesson clear to the students.

Table.4 4.4 Students' Responses to Learning the Listening Task

No	Questionnaire Item	Response	
		No	%
1	Whether their teacher teaches listening		
	Yes	67	85.7
	No	13	16.3
	Total	80	100
2	How often their teacher teaches listening		
	Rarely	7	8.8
	Sometimes	29	36.3
	Usually	26	32.5
	Always	18	22.5
	Total	80	100
3	How many listening texts are suitable		
	All of them	19	23.8
	Most of them	39	48.8
	Some of them	19	23.8
	None of them	3	4.3
4	Whether their teacher makes use of teaching aids Yes	29	36.3
	No	51	63.7
5	The type of teaching aids used picture	38	47.5
	Video	-	-
	Tape	-	-
	Maps	3	4.3
	Photograph	-	-
	Other	-	-

As indicated in the Table above, the majority of the student respondents (67 or 83.7%) replied that their teacher teaches them the listening sections in the course book. Only thirteen students responded that their teacher does not teach them the listening sections found in the course book. From this, it can be concluded that there is a gap in teaching listening section.

With regard to how frequently their teacher teaches them listening, most of the students (18 or 22.9% - always; 26 or 32.2% - usually) responded that their teacher teaches them listening. And still there are many students 29 or 36.3% who replied that their teacher sometimes teaches them the listening sections given in the course book. In addition, majority of the students agree that most of the listening texts are suitable to this grade level.

As a response to teacher's use of teaching aids, less than half of the respondent that 29 or 36.3 replied that their teacher uses teaching aids. On the contrary, majority of the student's respondent's that 51 or 63.7% indicated that their teacher does not use teaching aids. As what type of teaching aids their teacher uses, all the respondents that 38 or 47.5 replied that their teacher uses pictures in teaching listening. This student's responses match with classroom observation that shows teachers do not use varieties of visual supports such as video, tape, photograph, etc. in the listening classes. The little effort they show is using pictures and maps.

Discussion on Tables Two, Three and Four

All the teacher respondents said they teach the listening lessons given in the teaching material. As to how frequently they teach this skill, one of them says that he usually teaches listening and the other teaches sometimes. And still the other teacher says he rarely teaches listening. Listening is a skill that should be given equal emphasis with other skills. According to Vandergrift (1996) listening comprehension plays a key role in facilitating language learning. Therefore, teachers should give attention to this skill so that students may increase confidence as they progress academically.

With regard to the suitability of the listening texts to grade 9 students, two of the teachers thought that only some of the listening texts are suitable. However, one teacher responded that most of the texts fit to grade 9 students. Although teachers responded that they adapt listening texts and activities, the researcher did not see them doing this in all the observation sessions. They were highly dependent on the textbook exercises and activities. They did not practice

varieties of exercises that could address students' interests. From this one can conclude that teachers pay little attention to adapt, omit or replace listening texts and activities when it is necessary.

Findings, from students' responses and classroom observation contradictory from teachers responses that show teachers do not use varieties of visual supports in the listening classes. The little effort they show is using pictures and maps. Therefore, one can infer that teachers do not adequately use visual aids to teach listening. And students are not getting the opportunity to exploit listening text to the maximum. This is supported by 51 (63.7%) of student respondents that teachers do not use supports.

Table 5. Teachers Responses to the Pre-listening Stage.

No	Questionnaire Item	Never		Rarely		Someti mes		Usual ly		Alway s		Total		Mean
		No	%	No	%	No	%	No	%	No	%	No	%	
1	Introducing the listening lesson by giving hints							1		2		3		
2	Helping them understand why they doing activities			1				2				3		
3	Telling the students the purpose of each listening activity							2		1		3		
4	Making the instructions of the listening exercise clear							1		2		3		
5	Telling students to copy the listening exercise							1		2		3		
6	Explaining key terms in listening text before listening					1		1		1		3		
7	Encouraging students to predict about the text					1		1		1		3		

Table 6. Students' Responses to the Pre-listening Stage.

No	Questionnaire Item	Never		Rarely		Sometime s		Usually		Always		Total		Mean
		No	%	No	&	No	%	No	%	No	%	No	%	
1	Introducing the listening lesson by giving hints	3	3.8	7	8.8	16	20	24	30	30	37.5	80	100	3.11
2	Helping them understand why they doing activities	5	6.3	9	11.3	26	32.5	20	25	20	25	80	100	2.2
3	Telling the students the purpose of each listening activity	9	11.3	14	17.5	17	21.3	22	27.5	18	22.5	80	100	2.55
4	Making the instructions of the listening exercise clear	4	5	9	11.3	9	11.3	16	20	46	57.5	80	100	3.24
5	Telling students to copy the listening exercise	10	12.5	8	10	12	15	17	21.3	33	41.3	80	100	2.99
6	Explaining key terms in listening text before listening	5	6.3	35	43.8	18	22.5	13	16.3	9	11.3	80	100	1.5
7	Encouraging students to predict about the text	18	22.5	10	12.5	22	27.5	13	16.3	17	21.3	80	100	2.02

Table 7. Summary of Classroom Observation (Pre- listening)

											Total frequency				Total
No	Questionnaire	O 1		O2		O3		O4		Yes		No			
		Yes	No	Yes	No	Yes	No	Yes	No	No	%	No	%		
1	Introducing the listening lesson by giving hints	2	1	3		2	1	3		10	83.3	2	16.7	12	
2	Helping them understand why they doing activities	3		2	1	1	2	1	2	7	58.3	5	41.7	12	
3	Telling the students the purpose of each listening activity	1	2		3	1	2	1	2	3	25	9	75	12	
4	Making the instructions of the listening exercise clear	3		2	1	3		3		11	91.7	1	8.3	12	
5	Telling students to copy the listening exercise	2	1	3		3		2	1	10	83.3	2	16.7	12	
6	Explaining key terms in listening text before listening		3		3	1	2		3	1	8.3	11	91.7	12	
7	Encouraging students to predict about the text		3		3	1	2	1	2	2	11.7	10	83.3	12	

O 1=First classroom observation O 2= Second classroom observation O3= Third classroom observation O4= Fourth classroom observation.

4.5 Analysis of Students' and Teachers' Responses on Teaching Listening

The teaching of listening involves different practices at different stages. The practices at pre-listening, while-listening and post-listening stages are analyzed as follows.

4.5.1 Teaching listening at the pre-listening stage

As indicated in the Table 5, two of the teacher respondents replied that they introduce the listening texts and activities before they started reading text aloud for the students to listen. And one of the teacher responded that he usually did this. In the Table 6, majority of the student respondents 30 or 37.5%; 24 or 30% replied their teacher always and usually, respectively, introducing listening texts before listening takes place. It was also seen during twelve observations in which the teachers were seen practicing the activity in 10 (83.3%) of the observation sessions. The mean value of this item is 3.11 which is inclined to the frequency Usually. Thus, it can be concluded that most teachers practice introduce the listening texts and activities before they started reading aloud for their students to listen.

According to Table 5.B, majority of the students 26 or 32.5% responded that their teacher sometimes made students understand why they listen to the text. In order to demonstrate this, the mean value of this item, which is 2.2, depicts that this value inclines to the frequency sometimes. As listening is purposeful, students need to be told on what issues of the text pay attention to but teachers failed to do so.

Regarding setting purposes for each listening activity, two of the teacher respondents said that they usually set Purpose for each listening activity. One of the teacher responded that he always did this in the listening classes. This was supported by 18 or 22.5%; 22 or 27.5% who responded that their teacher always and usually, respectively, set purposes for each listening activity. Contrary to this, 17 or 21.3%; 14 or 17.5% of the students replied that the practice was seen by the teacher sometimes and rarely, respectively, did this, and 9 or 11.3% replied that their teacher never set purpose. It was also seen that the teachers did not set purpose for the activities in nine of the observation sessions. Thus, it can be concluded that telling the students the purpose of each listening activity is not well practiced.

The other crucial activity in pre-listening stage is making the instruction clear to the students. With regard to this, two teachers replied that they always made instruction clear. One of the teacher respondents also responded that he usually made instructions clear to the students. The student respondents also supported this practice of the teacher. Majority of the students that 46 or 57.5% and 16 or 20% responded that their teacher made instructions clear before students started listening always and usually respectively. The other 9 or 11.3% students replied that their teacher sometimes made instructions clear. The rest 5 or 6.3%, 4 or 5% rarely and never, respectively, reacted negatively. The mean value of this item, which is 3.24, is inclined to the frequency usually. Classroom observation also supported the teachers and students' responses. It is possible to conclude that teachers were in a position to inform their students the instruction of the listening exercise clearly.

Concerning item number 5, most of the subject students 33 or 41.3%, 17 or 21.3% responded that their teacher always and usually, respectively, tells them to copy the table, questions, etc before they start listening. This supported by the mean value 2.99 which inclined to the frequency usually. Similarly, two of the teacher respondents pointed out that they always tell their students to copy the table, questions, etc before the students get in to the actual listening.

Furthermore, practices seen which were seen during the observation shows the same with teachers and students response. The data, therefore, showed that telling students to copy the listening exercises is almost practiced.

Regarding whether the teacher taught key terms before the actual listening, two teachers (one always and one usually) said that they taught key terms at the pre-listening stage. One of the teachers responded that he sometimes taught key terms before listening took place. On the other hand, less than half of the students that 9 or 11.3% always; 13 or 16.3% responded that their teacher taught them key terms. A significant number of respondents 35 or 43.8%; 5 or 6.3% replied that their teacher rarely and never, respectively, did not teach those key words, 18 or 22.5% of the student respondents replied that their teacher sometimes taught those key words. The mean value of this item is 1.5 which is inclined to the frequency sometimes. The data from the observation sessions depict that the teachers were not seen teaching key terms during the pre-listening stage in eleven or 91.7% of the observations. The practice of explaining some key terms in the pre-listening stage, thus, is not properly managed.

Pertaining to item 7 most of the students 22 or 27.5% responded that their teacher sometimes helps them to predict about the text before they start listening. To check this, the mean value of this item, which is 2.02, indicates that this value inclines to the frequency some times. However, two teacher respondents pointed out that they help their students predict about listening text more frequently. But the response from one of the teachers supports what the students responded which is sometimes. What was seen during the observation sessions indicates that teachers do not help students to predict about the fore coming listening text. From the twelve observations made the teachers were not applying this skill in the ten of the observations.

Discussion on Pre-listening Stage

Pre-listening is the stage at which students do some activities which help them prepare for what they will hear. Lindsay and Knight (2006) state that pre- listening activities aid learners by bringing their attention to the topic, activating background knowledge of the students and telling students what is required of them when they are exposed to the actual listening.

As pointed out in Table 5.B, most students agreed that their teacher introduces the listening topic at the pre-listening stage. The teachers also replied that they employ this activity very frequently.

Furthermore, the researcher has observed this during the observation sessions. From this, it might be possible to infer that introducing the listening texts and activities are frequently handled during the teaching of listening.

In order to bring effective listening in the classroom, there should be a purpose for the activities, and students are told why they will listen to the text. Although it was not seen in most of the observation sessions, teachers reacted that they always set purpose at the pre-listening stage. Similarly, the student respondents replied that their teachers set purpose at the pre-listening stage.

For Ur (1984) listening to a text requires listener prediction and making inference. If a listener can make a guess about the thing that is going to be said, he will understand it will. Therefore, students should be given adequate chances, before they listen, to predict what they are going to hear. This can be done by activating any knowledge they may have of the topic or situation. But responses from the students and the findings of the classroom observation indicate that the teachers apply this technique sometimes or rarely. Hence, it seems that students have not been provided with the opportunity to predict what a certain text is about.

To sum up, in the pre-listening teaching practices, teachers have failed to make use of some basic strategies that enhance the teaching of listening. For example, they were not seen teaching key terms which hinder understanding when the actual listening takes place. They also give less attention to prediction through which students anticipate about the listening text. On the other hand, as it was seen during the classroom observation and as was reported by the students, teachers introduce listening texts and activities, they give clear instructions to the

students and tell students to copy the activities into their exercise book before listening session.

Table 8. Teachers Responses to the While-listening Stage.

No	Questionnaire Item	Never		Rarely		Sometime s		Usually		Always		Total		Mean
		No	%	No	%	No	%	No	No	%	No	%	No	%
8	Engaging students in listen and follow up activities					1		1		1		3		
9	Read the text aloud, and making students listen and activities							1		2		3		
10	Making them listen and correct errors	1						2				3		
11	Encouraging the students to listen and complete a form							1		2		3		
12	Telling students to listen and respond physically			2		1						3		

Table 9. Students' Responses to the While-listening Stage

No	Questionnaire Item	Never		Rarely		Sometimes		Usually		Always		Total		Mean
		No	%	No	%	No	%	No	No	%	No	%	No	%
8	Engaging students in listen and follow up activities	38	47.5	17	21.3	16	20	6	7.5	3	3.8	80	100	1.95
9	Read the text aloud, and making students listen and activities	9	11.3	11	13.3	4	5	21	26.5	35	43.8	80	100	2.7
10	Making them listen and correct errors	11	13.8	11	13.8	10	12.5	18	22.5	30	37.5	80	100	2.56
11	Encouraging the students to listen and complete a form	4	5	3	3.8	14	17.5	20	25	39	48.8	80	100	2.99
12	Telling students to listen and respond physically	14	17.5	15	18.8	16	20	15	18.8	20	25	80	100	2.38

Table 10 Summary of Classroom Observation (while- listening)

										Total frequency		Total	
No	Questionnaire	O 1		O2		O3		O4		Yes		No	
		Yes	No	Yes	No	Yes	No	Yes	No	No	%	No	%
8	Engaging students in listen and follow up activities		3		3		3	2	1	1	8.3	11	91.7
9	Read the text aloud, and making students listen and activities	3		3		2	1	2	1	10	83.3	2	16.7
10	Making them listen and correct errors	1	2	1	2	1	2	1	2	4	33.3	8	66.7
11	Encouraging the students to listen and complete a form	3		3		2	1	3		11	91.7	1	8.3
12	Telling students to listen and respond physically		3		3		3		3			12	100

O 1=First classroom observation O 2= Second classroom observation O3= Third classroom observation O4= Fourth classroom observation.

4.5.2 The while-Listening Stage

As shown in Table 9, 16 or 20%, 17 or 21.3% and 38 or 47.5% of the students responded that their teachers sometimes, rarely and never, respectively, engage them in listening activities that follow. This is checked by the mean value 1.95 which inclined to the frequency sometimes. However; two teachers responded that they (one always and one usually) employ this in the classroom. But one teacher applied this sometimes. Although the two teachers pointed out that they carried out these activities in while-listening phase, the data gathered during the observation sessions contradicts with this. Almost all the teachers were not seen handling these activities but only one teacher practice in one observation session.

Concerning item number 9, majority students 35 or 43.8%; 21 or 26% responded that their teachers always and usually, respectively, tells them to listen and match activities. This is supported by the mean value 2.7, which is inclined to the frequency value usually. Two of the

teacher respondents also pointed out that they always tell their students to listen and match activities. One of the teacher responded that he usually did it. In the data gathered through observation it was seen that the teachers did this in ten of the observation.

As far as item number 10 is concerned, most of the students 30 or 37.5%; 18 or 22.5% responded that their teachers always and usually, respectively, make them listen and correct factual errors. The mean value of this item is 2.56 which is inclined to the frequency usually. Similarly, two teacher respondents replied that they usually make their students listen and correct factual errors. But a teacher responded that he never made his students practice this activity. The data found from the observations showed that the teacher was not seen using this activity in eight of observation sessions.

As shown in Table 5.B, majority of the students 39 or 48.8%; 20 or 25% responded that their teachers always and usually, respectively, encouraged them to listen and complete a form. This is supported by the mean value 2.99 which inclined to the frequency usually. As depicted in the Table5.A, two teachers responded that they always encourage students to listen and complete a form. It was also seen during the observation sessions that the teachers used this activity in the teaching of listening.

Pertaining to item 12, a significant number of student respondents 20 or 25%; 15 or 18.8% replied that their teachers always and usually, respectively, tells them to listen and respond physically in listening classes. However, most of the students 15 or 18.8%; 14 or 17.5% responded that their teacher rarely and never, respectively, does not tell them to listen and respond physically. Similarly, some of the students 16 or 20% pointed out that their teachers sometimes make them respond physically. The mean value of this item is 2.38 which is inclined to the frequency sometimes. Two of the teachers responded that they rarely make their students practice this activity. One teacher, however, responded that he sometimes uses this activity. What was seen during the observation sessions show that none of the teachers tells his students to listen and respond physically.

Discussion on the While- listening Stage

While-listening stage is the stage where learners are required to listen to a text and answer questions. Matching is an activity in the listening class, where learners at secondary level can do

it in a lighthearted manner. This could be matching words with pictures which represent them, or with words which have the same meaning or opposite meaning.

According to the result of questionnaire, majority students responded that their teachers usually tell them practice this activity in listening classes. The teacher also depicted that they always use the matching exercise. And they were seen applying it during the six observation sessions. From these findings it might seem that teachers employ the activity in teaching listening.

Most of the student respondents replied that teachers sometimes engage students in some listen and follow activities such as drawing picture, showing the location of place on a map, etc. although the teacher respondents say that they handle the activity in listening classes, what is depicted by students' responses and what is seen during the classroom observation are different. More than half of the students depict that the teachers do not tell students to listen and respond physically. The teacher respondents also reply that they rarely implement this activity. Findings from observation sessions and responses from both teachers and some students show that this activity is practiced rarely. As a result, students may not exploit what this activity brings to the individual and to the whole class as well.

Most of the students' and two teachers' responses depict that the teachers usually make students to detect factual errors. This is done according to Ur (1984:80), by letting students listen to long passages and responding only when they come across something wrong. Students may react immediately to mistakes, shouting out or raising their hands; or they may volunteer corrections; or they may simply make a mark on a piece of paper for every mistake they hear and see it they get correct number of marks. This activity as Ur states is enjoyable. Therefore, it is good if the teachers frequently apply it in their classes

Table 11. Teachers Responses to the Post-listening Stage.

No	Questionnaire Item	Never		Rarely		Sometimes		Usually		Always		Total		Mean
		No	%	No	%	No	%	No	No	%	No	%	No	%
13	Letting students to reflect their opinion related to the listening text							2		1		3		
14	Telling students to compare and complete their works with partners							3				3		
15	Providing students with reasonable feedback					1		1		1		3		
16	Engaging the students in extensive writing exercise based on the listening text					1		1		1		3		
17	Engaging the students in role play activities							1		2		3		
18	Moving from group to group to check whether students discuss in English							1		2		3		

Table 12. Students' Responses to the Post-listening Stage

No	Questionnaire Item	Never		Rarely		Sometimes		Usually		Always		Total		Mean
		No	%	No	%	No	%	No	%	No	%	No	%	
13	Letting students to reflect their opinion related to the listening text	18	22.5	20	25	16	20	16	20	10	12.5	80	100	1.73
14	Telling students to compare and complete their works with partners	19	23.8	16	20	15	18.8	17	21.3	11	13.8	80	100	1.76
15	Providing students with reasonable feedback	7	8.8	7	8.8	10	12.5	29	36.3	27	33.8	80	100	2.68
16	Engaging the students in extensive writing exercise based on the listening text	15	18.8	30	37.5	35	43.8	13	16.3	7	8.8	80	100	1.24
17	Engaging the students in role play activities	26	32.5	14	17.5	20	25	14	17.5	6	7.5	80	100	1.55
18	Moving from group to group to check whether students discuss in English	29	36.3	9	11.3	20	25	11	13.8	11	13.8	80	100	1.63

Table 13. Summary of Classroom Observation (post- listening)

										Total frequency				Total
No	Questionnaire	O 1		O2		O3		O4		Yes		No		
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
13	Letting students to reflect their opinion related to the listening text	1	2	1	2	1	2	2	1	5	41.5	7	58.3	12
14	Telling students to compare and complete their works with partners	1	2	1	2	1	2	1	2	4	33.3	8	66.7	12
15	Providing students with reasonable feedback	2	1	3		3		3		11	91.7	1	8.3	12
16	Engaging the students in extensive writing exercise based on the listening text		3		3		3	1	2	1	8.3	11	91.7	12
17	Engaging the students in role play activities		3		3		3		3			12	100	12
18	Moving from group to group to check whether students discuss in English	1	2	1	2	1	2	1	2	4	33.3	8	66.7	12

O 1=First classroom observation O 2= Second classroom observation O3= Third classroom observation O4= Fourth classroom observation.

4.5.3 The post- listening stage

As shown in Table 12, 20 or 25% ; 18 or 22.5% of the student responded that their teacher rarely, never, respectively does not let them express their individual views and opinions on the idea reflected in the text. Two teachers also responded that they let their students to express their individual view about the listening text. However, in majority of the observations the teacher was not seen making students practice these activities.

Similarly, in this Table number 16, 30 or 37.5%; 15 or 18.8% of most student responded that their teacher rarely, never, respectively does not reacted to engage them in extensive writing activities.. In addition to this, except one teacher, who responded that he sometimes lets his students practice writing activity, the two teachers replied that they usually let their students to practice the writing activities. However, in majority of the observations the teacher was not seen making students practice these activities. Moreover, the practice helps to integrate language skills but teachers neglected this important aspect of language teaching system.

With regard to item number 14, a significant number of the students 16 or 20; 19 or 23.8% responded that their teacher rarely and never, respectively, did not tell them to discuss with their partners and compare and complete their notes. Other respondents 11 or 13.8%; 17 or 21.3% responded that their teacher always and usually, respectively, told them to compare and complete their notes with partner. The other respondents 15 or 18.8% reacted that their teacher sometimes, made them use strategy. The mean value 1.76 inclined to the frequency sometimes. All of the teacher respondents, on the other hand, responded that they usually tell their students to compare and complete their notes with their partners. However, the data from the observation sessions depicted that the teachers were not seen practicing this technique in eight of the observations sessions. It was less frequent than expected. The teachers responded what they did not practice in the class while they were handling the listening lessons.

Regarding item number 15, 27 or 33.8; 29 or 36.3% of most the students responded that their teacher always, usually, respectively give them appropriate feedback. The mean value of this item is 2.68 which are inclined to the frequency usually. Similarly, three teachers responded that one always, one usually and the other sometimes gives appropriate feedback on the student's work in the listening activities. The data gathered during the observation also supports this. Thus, it can be concluded that teachers give appropriate feedback on the student's work in the listening activity is well practiced.

Pertaining to item number 17, majority of the students 20 or 25% responded that their teacher sometimes engages them in role play activities. The mean value of this item is 1.55 which is inclined to the frequency sometimes. A significant number of the respondents 14 or 17.5%; 26 or 32.5% also replied their teacher rarely and never, respectively, did they not engage them in role play activities. On the contrary, two of the teacher respondents indicated that they always engage students in role play activities. One teacher reacts that he usually engaged the students in role play activities. However, what was found from the observation sessions supports student respondents. The teacher was not seen making his student play roles in all of the observations.

Regarding item number 18, majority of the students 20 or 25% reacted that their teacher sometimes move from group to group to check whether students discuss in English when they are doing some activities. The mean value, which is 1.63, also inclines to the frequency sometimes. The other student respondents 9 or 11.3%; 29 or 36.3% pointed out that their teacher

rarely and never, respectively did not move from group to group to check whether students use English. On the other hand, two teachers responded that they always go from group to group to check whether students use English. One teacher also replied that he usually did this. But during the observation, in eight of sessions, the teachers were not seen performing this responsibility.

Discussion on the Post-listening Stage

At this stage, students asked to discuss their answers and opinions in pairs or groups. Post-listening activities often move on from listening practice to practicing other skills. Thus, the language learning students do through listening should be connected with the language learning they do through speaking, reading or writing (Lindsay and Knight 2006).

As indicated in Table 5, the chance students are given to discuss in groups after they listen to a text is not a frequent one. The fact is, however, to help students be in pairs or groups and discuss the difficulties they encounter while they are listening to a text. But the student's responses and the findings from the classroom observation depict that teachers do not usually encourage students to discuss in pairs or groups. From this, it is possible to infer that the attention teachers give to discussions among peers is below expectation. And it is not in accordance with the nature of language teaching classroom where students are expected to actively participate in the learning process and develop confidence.

One way of developing students' listening ability is by employing the role plays activity in the actual class, although the teacher respondent's replay they make use of this, the responses from the students and from the observation sessions are contrary to this. According to the students, the teachers sometimes use role play activities. Significant number of the students also responded that teachers use this activity rarely or never use it. They were also not seen applying role play activity in all of the observation sessions. From this, one can infer that role play, as one type of activity, is not fully practiced in listening classes.

Most of the student responses and the observation session findings indicate that teachers do not frequently let their students express their views and opinions based on the idea reflected in the listening text. Lindsay and Knight (2006) strongly advise that learners should be asked to speak about the issues mentioned in a listening text. Though the teachers show effort to help students

express themselves either opposing or supporting certain issue explained in the listening text, the practice is not fully employed in the listening classes.

Post-listening activities can consolidate what has been heard through writing, which is more self-paced and reflective activity (Turner, 1995). In this way teachers can provide a range of tasks suited to the level of competence of the learners. As it is indicated in Table 5, question number 16, most student respondents reply that their teachers engage them in writing activities rarely or never. Findings from the observation sessions also depict similar reality that teachers do not handle writing exercises in listening classes. From this, it might be concluded that writing is not given attention. As a result, students are not making use of listening texts for practicing writing. On the contradictory, With regard to appropriate feedback, the responses from the teachers and the findings from classroom observation reveal that teachers usually give appropriate feedback.

From the analysis made above, it can be deduced that what teachers claim about their teaching listening practices contradict what is practically observed in the classroom and the majority of pre, while and post-listening activities are poorly practiced or totally neglected.

4.6 Content Analysis

The content analysis of grade 9 student textbook was made. This was used in order to obtain information whether the designed activities help teachers use different sub skills of listening or not.

The grade 9 English textbook consists of 12 units. Each unit covers 11 periods based on a 34 week school year and consists of 10 teaching period and one assessment plus four revision units. All units include a listening section. The exercises or activities in this section are intended to develop students' abilities to listen for general and specific information, as well as to comprehend what they hear. The grade 9 English for Ethiopia was first published in 2003 E.C by federal democratic republic of Ethiopia, ministry of education. There are 28 listening lessons in the textbook. The listening activities are in the students' book: whereas the listening texts are appended at the end of the students' book.

This section presents the analysis related to how the three listening stages are designed and the types of listening texts included in the students' text book. There are 28 listening lessons in 12 units. In the text book, a minimum of two listening lessons are designed for each unit. Under these listening section the pre-listening activities found only in eleven sections namely A3.2, A4.5, B5.9, A7.3, B7.2, A9.2, A10.2, A11.3, A12.2, B12.1 and revision 2 (units 4-6). In the same way, in the post-listening text, the researcher could observe only two post-listening activities, namely section A3.2 and B7, whereas, the while-listening activities were included in all of the listening sections.

Generally, the content analysis revealed that the while-listening stage was included in all the 28 (100%) listening lessons while the pre-listening activities were designed only in 11 (39.3%) and the post-listening in 2 (7.14%) listening lessons of the 28 listening lessons analyzed in the text book. From this fact, it is possible to observe that less attention was given to the pre and post listening stages in English for Ethiopia grade 9 textbook. This might have significant influence on teacher's use of these listening stages in the actual teaching of listening. This in turn affects students listening proficiency.

As to the type of activities, of the 28 activities, 11 of them focus on comprehension questions, completing notes or paragraphs and labeling a diagram were treated 5 times each. Predicting what will come and discussing the illustration type of activities are presented 2 times and the retellings a story, following an instruction, and sequencing events are treated one time each. Thus, much emphasis is given to comprehension questions, completing notes and labeling a diagram or on chart. So, this shows the activities in the text book designed dominantly to enable students to practice extracting specific information from a given text.

Generally, one can infer that the activities of the listening text were not treated equally. However, practicing difference exercise /activities systematically will depend on the textbook that if the textbook has different activities in the listening text; thus, these help teachers let students practice the different sub-skills of listening.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, the summary, conclusion and recommendations of the study are presented

5.1 Summary

The study attempted to find how teachers implement listening activities with special focus on the newly published grade 9 English teaching textbook.

The study has the following research question

1. How do teachers teach listening lesson to students of grade 9?
2. To what extent do teachers' presentations of listening lessons follow the procedures and techniques proposed in the course book?
3. What problems do grade 9 learners face in learning listening lesson?

Generally, the practice of teaching listening skill did not given sufficient attention with teachers and material writers. Thus, the study indicates that most English teachers did not practice different listening strategies. For example, the majority of English teachers did not practiced while and post-listening activities and using appropriate visual supports, adopting, the already prepared materials which demand preparation. Majority of listening texts which are read by the teacher are available in the student's book. On the other hand, material writers did not included the pre, while and post listening stages in line with their purpose and procedures to be employed to teach listening skill.

5.2 conclusions

The following were the conclusions made based on the analysis and interpretation of data.

- Although teachers say that they make necessary pre-teaching preparations, the students' responses and the classroom observations reveal that they do not do this. They were not seen using appropriate visual supports, amending or adapting, the already prepared materials which demand preparation.

- The study confirmed that the listening activities in the listening text are not designed in the way that let teachers employ the activities in three stages of listening. The content analysis made revealed that the three stages of listening were not explicitly stated in the students textbook.
- Not all the teachers give equal attention to teaching of listening. They sometimes or rarely teach it. This could be from the fact that the teaching material for listening is not as appropriate as possible.
- The teacher's book provides the teacher with the techniques and methods of handling listening classes. However, teachers are not applying them appropriately.

5.3Recommendation

Based on the conclusions made above, the following recommendations were made.

- Teachers should design listening activities that would require their students to make use of a variety of strategies.
- The pre, while and post-listening stages in line with their purpose and procedures to be employed to teach listening skill need to be included in the teacher's book.
- Teachers on their part should give more attention to teaching of listening. They should take time and prepare thoroughly before they come to class to teach listening.
- It also good if a listening text which read by the teacher is not available in the student's text book. It might hinder students to develop their listening ability once everything is in their text book.

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Appendix –A

Teachers' questionnaire

Dear teacher,

Currently, I am conducting a study on “An Investigation into Teachers’ Teaching of Listening Skill: Obora Secondary School Grade 9 in Focus.” The questionnaire is prepared to collect relevant information for the study. Your responses contribute a lot to the success of the study. Therefore, I kindly request you to give your genuine responses. I would like to assure you that the information you give will not be used for any other purpose.

Thank you.

Direction I: Personal information

1. Sex _____ Qualification _____ Major _____
Minor _____
2. Experience
 - 2.1 Teaching experience in general _____
 - 2.2 English language teaching experience at high school level _____
 - 2.3 English language teaching experience in grade 9 using the new course book _____

Direction II: Answer the following questions which deal with the use and usefulness of the teacher book and put an (x) mark in the blank indicating your practices and beliefs.

1. How useful have you found the listening texts in the course book?
 - a. Useful ____
 - b. quite useful ____
 - c. Not useful ____
2. How many of the listening texts are suitable for you?
 - a. All of them
 - b. Most of them
 - c. Some of them
 - d. None of them
3. Do you teach the listening sections in the course book? a. Yes _____ b. No _____

4. If your answer is 'yes' to question number 3. How often do you teach the listening sections of the course book?

- a. Rarely _____ b. Sometimes _____ c. Usually _____ d. Always _____

Direction III: The following items deal with the pre-teaching preparation and support provided in the teaching of listening. Read them carefully and give your response by putting an |x| mark in the blanks.

1. Do you use visual supports to minimize students' listening difficulty?

- a. Yes _____ b. No _____

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

- a. Picture b. Audio recording c. Video recording
d. maps e. drawings f. Other _____

3. Do you make the necessary pre-teaching preparation to teach listening?

- a. Yes _____ b. No _____

4. If your answer is 'yes' for question 3, indicate your practice by putting an |x| mark in the blank against the points.

- a. choosing the listening text _____
b. Amending the listening text _____
c. Identify the listening purpose _____
d. Studying the listening text and practicing read it loudly _____
e. Designing listening activities _____
f. Integrating listening with other skill _____
g. Adapting listening text from other source _____

h. Recording oneself on a cassette _____

5. If you have some more components about the use of support, please write here.

Direction IV: By putting an (x) mark in one of the appropriate columns given in the table below.

Please indicate how often you carry out these practices while you present the listening lesson.

Key = Never – 1 Rarely- 2 Sometimes- 3 Usually- 4 Always- 5

No	Practices					
		1	2	3	4	5
1	I introduce the listening lesson by giving hints					
2	I help them understand why they are doing the activities, for example, to introduce new language, to practice listening to native speakers, etc					
3	I tell the students the purpose of each listening exercise					
4	I make the instructions of the listening exercise clearly					
5	I tell the students to copy the listening exercise					
6	I explain key terms in the listening text before listening					
7	I encourage students to predict what the listening text is about before listening					
8	I engage the students in listen and follow up activities such as putting pictures in order, drawing pictures, following a route on a map					
9	I read the text aloud, and make students listen and match activities					
10	I makes them listen and correct errors					
11	I encourage the students to listen and complete a form					
12	I inform students to listen and respond physically					
13	I let students to reflect express their opinion experiences related to the listening text					

14	I tell students to compare and complete their works with their partners					
15	I provide students with reasonable feedback					
16	I engage the students in extensive writing exercises based on the listening text					
17	I engage the students in role play activities					
18	I move from group to group to check whether students discuss in English					

Appendix: B Gaaffii barattootaa(Students' Questionnaire)

Kabajamtoota barattootaa,

Hunda dura yeroo keessaan sagantaa kanaaf oolchuuf heyyamamoo ta'uu keessaaniif guddaa isiin galateefadha. Waraqaan gafannoo kun kan qophaa'e odeeffannoo qorannoo fi qo'annoo mata duree dandeettii dhaggeefachuu barattoota kutaa 9^{ffaa} barnoota Afaan Ingiliffaa irraatti qaban ilaalchiseeti.

Gumaacha keessaaniif galatoomaa

Odeeffannoo dhunfaa.

1. Saala_____
2. Kutaa_____

Qajeelfama I Qabxiwwan armaan gadii gocha barsiisaan keessan danddeettii dhaggeefachuu barsiisuu isaanitin dura gocha raawwatan irratti hunda'uun kan guutan yemmuu ta'u "Mallattoo" "X" gohuun fayyaamaa.

1. Barsiisaan keessan dandeetti dhaggeeffachuu ni barsiisuu?
A. Eeyyeen _____ B. Lakkii_____
2. Hagam tokko barsiisaan keessan dandeettii dhaggeefachuu isiin barsiisa?
A. Dabree dabree___ B. Yeroo tokko tokko___ C. Yeroo baay'ee___ D. Yeroo hunda___
3. Meeshaalee dhaggeefachu keessaa hagam isaanitu siif mijjaawa dha?
A. Hundi isaanitu___ B. Baay'een isaani___ C. Muraasni isaanii ___D. Homtuu___
4. Barsiisaan keessan dandeetti dhaggeeffachuu yeroo isiin barsiisan meeshaalee deegarsa barnootaa ni fayyadamu? A. Eeyyeen _____ B. Lakki_____
5. Gaffii 4^{ffaa} deebiin kee yoo eeyyeen ta'e meeshaalee deegarsa barnootaa akkamii fayyadamu? A. Fakkii___ B. Vidi'o___ C. Teeppii___ D. Maappii___ E. Suuraa adda addaa___ F. Kan biro___

Qajeelfama II Barsiisaan keessaan yeroo waa’ee dhageefachuu barsiisuu hangam tokko gochoota armaan gadii hojii irra akka olchuu iddoo barbaachisaatti “X” gohuun guuti.

Ibsa:- Gonkumaa—1 Darbee darbee_2 Yeroo tokko tokko_3 Yeroo baay’ee _4
Yeroo hundaa_5

Kallatti II

Lak k.	Shaakallii	1	2	3	4	5
1	Barsiisaan keessan seensa barumsa dhaggeffachuu ibsa gabaabduu isinii godhaa?					
2	Barsiisaan kee danddetti dhaggefachuu irratti maal irratti akka xiyyeefachuu qabduu sitti himaa					
3	Barsiisaan keessaan faayidaa gilgaala dhaggeefachuu hunda isinitti himaa?					
4	Barsiisaan keessaan qajeelfamoota gilgaalota dhaggeefachuu ifa ni godhaa?					
5	Barsiisaan keessaan gilgaaloota dhaggeefachuu akka barreessitan isiniti hima/ibsa					
6	Barsiisaan keessan dhaggeefachuun dura jechoota ijoo dubbisa dhageeffachuu keessa jiran siniif ibsa					
7	Barsiisaan keessan barreefama dhaggefahuudhaggeefachuun dura wa’ee maalii akka ta’e akka tilmaamtan isiin kakaasaa?					
8	Barsiisaan kee sochilee dhaggefachuu fi wantoota hubatamuu qaban kan akka fakkilee kaasuu ,fakkilee tartiibaan kaa’uu fi mappii irraa hubachuu ilaachisee kakka’umsaa isinii godhaa					
9	Barsiisaan keessan barrefamicha sagalee olkaasuun dubbisaati haalan akka dhaggeefatamuu fi sochiwaan firoomstan ni godhaa?					
10	Barsiisaan kee akka dhaggeefatuu fi dogoggora ifa ta’e akka sirreefatu siitaasiisaa?					
11	Barsiisaan keessaan akka dhaggeefatanii fi foormii akka xumurtaan isiin kakasaa?					
12	Barsiisaan keessaan dhaggeefataanii qaamaan irraa deebitanii akka himtan isinitti himaa?					
13	Barsiisaan keessaan barrefama dhaggeefachuu ilaalchisee muxxannoo qabdan akka ibsita isinii hayyamaa?					
14	Barsiisaan keessaan hiriya keessaan waliin hojii keessaan akka walmadaalchiftanii fi					

	xumurtan isinitti himaa?					
15	Barsisaan keesaan duubdeebii ittigafatamuummaa qabuu isiiniif dhiheessaa?					
16	Barsiisaan kee qabiyyee dhaggefachuu irratti hundaa'ee shakkallii barreefamaa baldhaa akka shaakaltu sii kaakaasaa?					
17	Barsiisaan keessaan akka sochii gahee taphachuutiin shaakaltan isiin jajjabeessuu?					
18	Barsiisaan keessaan Ingiliffaan marii'achuu keessaan mirkannessuuf garee irraa gareetti ni socho'uu?					

Appendix: C Observation Checklist

This checklist is planned to check Teachers' Teaching of Listening Skills: Obora Secondary School Grade 9 in Focus. The practices will be recorded in the sort of yes/ No, as they happen in the classroom. Each teacher will be observed four times.

School _____ Observation day _____ Section _____ Period _____ Time _____

No	Practices	Yes	No
1	The teacher introduces the listening lesson by giving hints		
2	The teacher inform students what to focus on listening activity		
3	The teacher tell the students the purpose of each listening exercise		
4	The teacher make the instructions of the listening exercise clearly		
5	The teacher tell the students to copy the listening exercise		
6	The teacher explain key terms in the listening text before listening		
7	The teacher encourage students to predict what the listening text is about before listening		
8	The teacher engage the students in some listen and follow up activities such as drawing pictures , putting pictures in order, following a route on a map		
9	The teacher read the text aloud, and make students listen and match activities		
10	The teacher makes them listen and correct errors		
11	The teacher encourages the students to listen and complete a form		
12	The teacher inform students to listen and respond physically		
13	The teacher let students to express / reflect their opinion/ experiences related to the listening text		
14	The teacher tell students to compare and complete their works with their partners		
15	The teacher provide students with reasonable feedback		

16	The teacher engage the students in extensive writing exercises based on the listing text		
17	The teacher engage the students in role play activities		
18	The teacher move from group to group to check whether students discuss in English		

Appendix -D

Checklist for Analyzing the Content of the Listening Texts and Activities

1. Are there listening skills integrated with the other skills in the listening activities?
2. Do the students' text book and teachers' guide handle listening in its right way?
3. What are the materials for listening? (e. g stories, conversation, jokes, role-plays, etc)
4. Are the materials accompanied by visual medium to provide a meaningful context? What kinds of visual supports are provided?
5. Do the materials contain verities of activities? (comprehension question, completing table, etc)
6. Are there pre-listening activities?
7. Do the tasks involve various stages of teaching listening (pre-while- and post-listening)?
8. Is there any possible listening teaching technique suggested in the teacher's book? How are the texts read? By the teacher or heard from radio?

(Adapted from, Cunnings worth 1995, Muluken 2008 and Seyoum 2012)

Appendix-E

List of Listening Lesson Topic and Exercise or Activity

Unit	Topic	Activity
1	A1.2 Meeting Others A1.12 Simon Says Assessment.1	Following instruction Completing notes/paragraphs/dictation Comprehension question
2	A2.2 Addis Ababa A2.6 Debre Damo Monastery	Comprehension question Comprehension question
3	A3.2 My free time activity Revision 1(Unit 1-3)	Discuss the illustration Completing a diagram?
4	A4.3 Quiz A4.5 A talk about nutrition Assessment. 2	Labeling completing a diagram Labeling completing a diagram
5	A5.2 Facts about HIV	Comprehension question
6	A6.3 Famous people B6.3 A radio interview Revision 2 (Unit 4-6)	Labeling completing a diagram Comprehension question Comprehension question
7	A7.3 Facts about New York... B7.2 Living in Addis Ababa Assessment. 3	Completing notes/paragraphs/dictation Sequencing things/putting things in order
8	A8.2 The importance of money B8.1 A famous Ethiopian ...	Comprehension question Completing notes/paragraphs/dictation
9	A9.2 Traditional dances ... Revision 3 (Unit7-9)	Labeling completing a diagram Completing notes/paragraphs/dictation
10	A10.2 A new story	Re-telling a story
11	A11.3 Which animals is ... B11.1 How the elephant ...	Labeling completing a diagram Completing notes/paragraphs/dictation
12	A12.2 An orphan's story A12.8 Challa's story B12.1 An interview with ... Revision 4 (Unit 10-12)	Comprehension question Comprehension question Discuss the illustration Comprehension question