

Jimma University
College of Social Sciences and Humanities
Department of English Language and Literature
MA in Teaching English as a Foreign Language (TEFL)

**An Investigation of Teachers' Perception and their Classroom
practices in Teaching Listening Comprehension: The Case of
Mettu, Abdi Bori and Alge Secondary Schools
Grade 10 in Focus**

By

Emnet Debela

**A Thesis Submitted to Department of English Language and
Literature in Partial Fulfillment of the Requirement for
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Declaration, Confirmation, approval and Evaluation

Research Title: An Investigation of Teachers' Perception and their Classroom Practices in Teaching Listening Skill. The case of Mettu, Abdi Bori and Alge Secondary School-Grade 10 in focus

Declaration

I, the undersigned declare that this thesis is my original work, not presented for any degree in any University, and that all the source used for it are duly acknowledged.

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Abstract

This study aimed at investigating the effectiveness of teaching listening skill in relation to the current practice and perception of grade 10 English Language teachers. Three secondary schools in Ilu Aba Bor Zone namely Mettu, Abdi Bori and Alge secondary schools were involved in the study. To achieve this objective a descriptive survey research design was employed using available and random sampling techniques. 9 grade 10 English Language teachers and 316 students respectively were drawn as a sample from 1581 grade 9 students. Purposive sampling technique was used to select the targeted schools. The required data for the study were collected using content analysis, questionnaires and class observation. From 12 units incorporated in the text, the listening section included in 6(50%) of the course book were analyzed using the check list (Appendix A). The questionnaire completed by the respondents cross checked through the observation result conducted on 5 teachers were observed four times each to see how they actually conduct the listening lesson in the class. In the analyzing the data descriptive statistics were used. The analysis revealed that the current practice of the teacher contradict with the pedagogical procedures suggested for teaching listening skill in the teachers guide and another ELT literature. Though teachers claimed that they have been using the text and give appropriate feedback, the students' response and observation result indicate a great gap between what the teachers said and their actual practice. Lack of essential equipment to present listening lesson, motivation and commitment on the part of the teachers appeared to be major cause for the teachers' failure to execute the suggested teaching procedure and activities for teaching listening lesson. Based on the findings of the study, recommendations are forwarded to alleviate the problems in the school under the study.

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CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

English language is used as a medium of instruction in Ethiopian secondary schools. Despite its prominent position in secondary schools of Ethiopia, the students' level of performance in English language is reported to be declining. Teshome (2001) confirmed that the English language competence of students is unsatisfactory when compared to their level of education.

The poor performance of students in English language could be attributed to a variety of factors such as, teaching methodology of teachers, quality of teachers training, quality of curricular materials, the evaluation system and the attitude of both teachers and students (Rogers, 2001; Cross, 1995). Of the determinant factors which contribute to inadequacy of students' performance in English language, teaching methodology of the teachers, their attitude and the text book itself can be the one that should be emphasized.

Like other areas of teaching and learning language, research has led to some changes in teaching listening comprehension as a component of teaching English as foreign language. There is a growing interest in strategy based instruction of four skills. Specially, the receptive skills: reading and listening. Field (2002) states that although theories tend to favor strategy based instruction of listening comprehension, teachers in general still tend to test listening rather than teach it. Field adds that practicing a great deal of listening should be supported by teaching learners "how to listen". For our students guided practice by a teacher is one of the best ways to improve students' English listening skill. Students with good listening comprehension skill will be able to participate more effectively in communicative situation.

The other point is the contents of the listening text in line with the teaching procedures suggested. Ur (1984) suggested three important points to be considered while preparing listening exercise: 1. The kind of real life situations for which we are preparing the students. 2. The specific difficulties students are likely to encounter and need practice to overcome. 3. The nature of the classroom teaching learning process which includes the physical considerations, the technical and pedagogical ones (P. 22). Morley (1991, P. 90) also explains that in developing listening materials and activities, the following three important features of listening need to be taken into account: 1. Listening is an act of information processing which involves the listener in various communicative modes. 2. Real world spoken communication serves two linguistic functions: an interactional and transactional function, and 3. The cognitive process of spoken language involves simultaneously activation of both top down and bottom up process to construct the intended meaning. Then there could be a mismatch between the planned and what is actually done. Nunan (1998) for example discusses such frequent mismatch between the planned curriculum and the implemented one or what is actually practiced in the classroom by the teacher while teaching English listening skill. Therefore students may remain lacking the opportunity of intended training in the language teaching program.

Thus the study aims to explore to what extent teachers are practicing the listening text in the classroom with their students regularly and effectively, the perception of English language teachers toward teaching listening skill and the appropriateness of the text itself.

1.2. Statement of the problem

Listening comprehension is a fundamental language skill in which students need to gain adequate proficiency. It allows them to understand the speech they hear and take part in any form of spoken communication successfully. It is also a critical means of language learning (Vendergrift, 1999; Rost, 2001)

In an educational setting where a foreign language serves as a medium of instruction, in the case of Ethiopia, the role of English listening comprehension skill is more significant than in the context where a native language is used. This is because the classroom culture dictates the daily teaching learning tasks to be achieved largely through talking and

listening. As a result, effective listening becomes one of the determinants of the students' success or failure (Taron & Yule, 1989). Particularly, at higher level of learning, the ability to listen effectively is very necessary for students. At this level, students are expected to understand different kinds of lectures given by their subject teachers, discussion within the group or pair and other academic discourses. In addition, the academic tasks at secondary level lead the students to be perfect in taking important notes, to produce summaries, reports and other academic writing and for their farther studies.

However, when most Ethiopian students come to preparatory school, their ability to listen to teachers' lectures and taking a meaningful note from it and the ability to answer different listening comprehension questions seem to be inadequate. The researcher of this study is teaching at a preparatory school, and has continuously observed this problem. And that is the major factor which inspired the researcher to look in to the effectiveness of teaching listening skill. Students need to develop this vital academic listening skill while they are at schools. They should be provided with varied listening comprehension practices and trained to employ effective listening strategies (Ur, 1984; Richards, 1985 &Hamar, 2001).

In this regard, some local research findings reinforce the idea. Abiy (1990), in his study of communication needs of high school students. Berhanu, (1993) and Mulgeta, (1997) as cited Haregewoin, (2003) who studied listener strategies in collaborative discourse and motivation in listening classes respectively, have stressed the need for providing students with appropriate listening comprehension. Adnew, (2000) who investigated the relevance of the content of listening materials, suggested the appropriateness of the content of listening text. Haregewoin (2003) who investigated the mismatch between curriculum and teachers teaching methodology of listening comprehension also reported that teachers were not properly applying teaching materials and procedures prescribed for teaching listening comprehension in relation to the newly introduced grade 11 English textbook. These and other studies showed that students listening ability is less than expected of them and the listening skill is not well treated Getachew (2002). This implies that there is still a problem to be investigated to improve students listening skill.

This study therefore, was designed to investigate teacher's perception towards teaching listening skill, their current practices and the appropriateness of listening text itself. Certainly, grade 10 is the end of secondary level education, so they have to improve the skills in the target language or (EFL). That is why more practice and support is desired for the students at this level.

1.3. Objectives of the study

1.3.1. General Objective

The general objective of the study was to investigate teachers' perception and their classroom practices in teaching listening comprehension, in line with, the procedures suggested for teaching listening skill among the English language teachers of the three government schools in Ilu Aba Bor Zone.

1.3.2. Specific objectives

Specifically this research intended to:

- Examine whether the content of the listening text in the text book are appropriate or not.
- Find out whether grade ten English language teachers implement the appropriate procedures suggested for teaching listening lesson in their classes.
- Identify the extent to which teachers teach the listening sections included in the course book.
- Find out teachers' perceived use fullness of practicing listening lessons.

1.4. Research Questions

The study was addressed the following questions:

1. To what extent is the text appropriate to the students' level of education?
2. To what extent do teachers teach listening comprehension using listening texts and activities prepared for listening lesson?
3. How much do the teachers practice listening comprehension through the suggested procedures for teaching listening comprehension?

4. What is the perception of teachers regarding teaching listening lessons in the classes?

1.5 .Significance of the Study

The role of listening as a source for second language acquisition (SLA) is very important (Peterson, 2001; Rost, 2002). Listening provides process able input for all levels of second language learning (Peterson, 2001; Rost, 2002). At intermediate and advanced level students can increase structural accuracy and vocabulary knowledge by listening. Thus it is emphasized that listening is the primary channel for language acquisition. Therefore, the development of listening as a skill is important in second language learning. The findings of this study are intended to reveal the theoretical principles into effective teaching and learning process of listening. The study will have the following significance:

1. The findings of the study were helpful to grade 10 English language teachers to examine their own teaching listening practices and develop their awareness of communicative approach and teaching material.
2. It can assists the supervisors to see the extent to which grade 10 English language teachers use the right procedures of teaching listening lesson and give necessary support.
3. The outcomes of this study were also helped the students to develop their awareness of the importance of listening comprehension activities.
4. In addition, the course book writers used this study as in put to revise the listening text in the course material.
5. This study can also be a background for those who want to use the findings for further study in the area.

1.6. Limitation of the Study

The study deals only with three government schools which are found in Ilu Aba Bor Zone Namely, Mettu Secondary School, Abdi Bori Secondary School and Alge Secondary School. Besides, the sample size of the study is limited to 9 English teachers who are

teaching 10th grade in the three schools and 136 sample students from the same schools. Consequently, the findings of the study may not be sufficient to make generalization at a wider level. So it would be better and more effective if much number of schools and participants were included in the study, to gather adequate information and make sound generalizations.

1.7. Delimitation of the Study

The study is delimited to three secondary government schools, namely Mettu Secondary School, Abdi Bori Secondary School and Alge Secondary School which are found in Ilu Aba Bor Zone. The focus area of this study is to the implementation of teaching listening comprehension, the listening material provided and the perception of teachers towards teaching-listening comprehensions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Listening Comprehension- Defined

Listening is a process that enables the brain to construct a meaning from the sounds heard. However, it is an internal process which cannot be observed directly. This means it is difficult to know whether the listener has effectively used the skill at the time of listening for particular topic, what strategies are used and what difficulties the listener may face at that time (Anderson & Lynch, 1988). The definition discussed might takes to the view that listening is a passive skill in which the listener is only receives a spoken message. Thus, listening remains the least understood and studied in the language teaching-learning area (Rost, 199; Morale, 1991; Vandergrift, 1999).

Nevertheless, today listening comprehension has received a considerable attention in the fields of applied linguistics, psycholinguistics and second language pedagogy. Though most of the findings relevant to understanding how listening operates come from research in to listening in the mother tongue, many of the conclusions had have important implications for the teaching of listening in the foreign language (Rost, 1990,cited in Haregawoin, 2003). For instance, by analyzing listener responses and skills used, a number of writers have given various definitions to listening comprehension.

As Underwood (1989) “Listening comprehension is the activity of paying attention to and trying to get meaning from something we hear”(P.1). O’maney, Chamot, and Kupper (1989) offer a useful and more expensive definition that “Listening comprehension is an active process in which the listener constructs meaning by using cues from contextual information and from existing knowledge while relying up on multiple strategic resources to fulfill the task requirement” (P.19).

Other scholars have also maintained the active and complex nature of listening comprehension by describing what listeners actually do when they are involved in listening activities. For instance, Richards (1985) states:

“Three related levels of discourse processing appear to be involved in listening comprehension: propositional identification, interpretation of illocutionary forces, and activation of real world knowledge.” (P.187)

Rejecting the conceptualization of listening as a passive act, Vandergrift (1999) farther describes.

...Listening comprehension is anything, but a passive activity. It is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above and interpret it within the immediate as well as socio-cultural context of utterance (P.168)

All the definition discussed by different scholars above implies that listening comprehension is a hard task, which demands a great deal of mental analysis on the part of the listener. In order to share the message with the speaker, the listener must actively contribute skills and knowledge from both linguistic and nonlinguistic resources. This includes having an appropriate purpose for listening, social and cultural knowledge and back ground knowledge (Little wood, 1981; Richards, 1985; Morley, 1991).

Listening comprehension is too complex even though it is very essential skill. As a result, students need much support from their teacher to improve and develop it. They should be provided with different strategies and enhance their macro and micro listening skills (Underwood 1989; Harmer 2001).

2.2. Developments in Teaching Listening Comprehension

Until recently, listening comprehension attracted little attention in terms of both theory and practice while the other language skills (i.e. reading, writing and speaking) receive direct instructional attention, teachers often expect students to develop their listening by osmosis and without help (Mendelssohn, 1984; Oxford, 1993). Listening began to assume

an important role in language teaching during the late nineteenth century. Reform movements when linguists sought elaborate a psychological theory of child language acquisition and apply it to the teaching of foreign language (Rost, 2001, P.7). However, until much later, listening was considered as a passive skill, which only provided the foundation for speaking it had not received any systematic attention as a separate and important component in language teaching syllabuses (Rost, 1990; Vandergrift, 1999).

In the 1940s, 1950s and 1960s audio lingual and situational models of instructions, for example, listening was the first step in the language teaching strategies. But, its purpose was primarily to model structures for language production. It was simply viewed as a problem aural recognition of linguistic structures. Thus, the development of this important skill was taken for granted (Poter & Roberts 1981; Nunan, 1989; Morley 1991). “ This might be due to the assumption that students would just pick it up somehow in the general process of learning the foreign language” (Brown & Yule, 1983,p.54). By the mid1960’s, however, modern day arguments for listening comprehension began to be voiced by Newmark and Diller (1964), Rivers (1966) and Belasco (1971) as quoted by Morley (1991,p.83)

Particularly, Newmark and Diller (1964) underscored “the need for the systematic development of listening comprehension not only as a foundation of speaking, but also as a skill in its own” Then, since 1969, with the significant paradigm shifts in learning theory, linguistic theory and instructional models, the status of listening comprehension has been changed from one of neglect to one of increasing importance. Especially, the 1970s growing interest in listening based language learning, and the 1980s new instructional frame works which featured functional language and communicative approaches gave especial attention to listening comprehension (Richards & Rodgers, 1986; Morley, 1991;Rost, 2001). Today the importance of listening comprehension in the process of learning a foreign language has been emphasized in various models and theories of foreign language learning. Generally, it has become a ‘Polestar’ in second language acquisition theory building, research and pedagogy (Vandergrift 1999, p.168)

In relation to the developments in listening comprehension and instructional procedures, Morley (1991, pp.83-85) identifies three perspectives:

(i). **Listening to repeat** which focuses on imitating and memorizing dialogue, or grammar and pronunciation drills (i.e. the audio-lingual and situational language teaching models).

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

(iii). **Listening as the primary focus** in the ‘‘Comprehension approach’’ to second/foreign language learning which emphasis early attention to listening comprehension and delaying instruction or experience in speaking, reading and writing.

Morley’s perspectives listening comprehension correspond to the three historical views of the role of listening in the whole L₂ learning.

- a. Language learning is a linear process learners should therefore start with spoken medium skills (listening and speaking) and move later to those of the written medium (reading and writing).
- b. Language learning is an integrative process – all for conventional skills should be introduced simultaneously.
- c. Language learning is best thought of as a comprehension process, i.e. listening as a key to successful learning (Anderson & Lynch ,1988, p.65)

Any teaching practices of listening and materials development reflect one of the above perspectives. For instance, in the light of the second perspectives (i.e. listening to understand), many practitioners have provided various approaches and procedures for teaching listening comprehension. The works of Brown and Yule (1983) et al. have given both theoretical and practical bases for the teaching of listening comprehension. These writers agree that in order for learners to benefit from practicing listening, it is necessary to develop this skill in a direct and systematic way. Their methodologies have had a considerable influence on course designing and text book writing, especially in terms of features of materials for teaching listening, types of listening tasks, ways of raising learner awareness of the listening process and effective strategies for listening, stages in listening activities and integrating listening with other language skills. These scholars

stress the importance of three main factors in the teaching of listening at all levels: Listening materials, listening tasks and the procedures for organizing listening activities. The interplay of these three factors plays a significant role in designing effective listening lessons.

Concerning the third perspective-listening as a primary focus in 'comprehension approach' to second/foreign language learning, Krashen and Terrel(1983) state that all foreign language acquisition takes place through receiving comprehensible inputs that is slightly above the learners 'present level.

Maintaining the same view, Asher (1986, cited in Cook, 2001) developed a teaching method known as Total physical response, which relies heavily on the listening input at the beginning stages of learning a language. Asher claims that listening to commands and carrying them out is an effective way of learning a second \language. According to these writers, listening comprehension plays a central-and possibly predominant role in the whole process of language learning.

Starting from the late 1960s, in general, there have been marked advances in the practice of teaching listening comprehensions. As pointed out by Morley (1991) and Rost (2001) the underlying skills have become more clearly identified. Strategies contributing to effective listening are now better understood. Nevertheless, it still seems that much work remains to be done so as to modernize the teaching of listening comprehension.

Morley and Rost emphasize that as a research focus, listening remains one of the least understood process. As a focus of instruction, listening still continues to be underrated in many programs. Some of the published materials continue to be based on outdated models of language teaching. These scholars keep on saying that specific skill instruction and strategy development still need greater attention to demystify the listening process. Materials design lags behind current theory, especially in the area of input selection and strategy. The assessment of listening also remains far behind current views of listening comprehension.

2.3. Micro-skills of Academic Listening

In academic context, listening comprehension involves listening to lectures, listening and interaction in oral presentations, seminars, tutorials and other academic spoken discourses (Richards, 1985; Robinson, 1991). In such cases, participants are expected to listen continuously for up to a few minutes. As a result, many writers (e.g. Brown and Yule, 1983; Rost 1990; Morley, 1991) consider academic listening as a transactional listening.

Research in to the specific features of academic listening shows the complexity of this skill. It comprises a number of micro-skills that demand special training. Scholars such as Richards (1985), Nunan (1989) and Rost (1990) have produced taxonomies of these micro- skills. But Richards' taxonomy of micro-skills of academic listening seems to be more comprehensive. Based on the analysis of results of diagnostic and proficiency tests, he identified eighteen micro-skills of academic listening. Among them the following are worth mentioning. The ability to:

- Identify purpose and scope of the lecture.
- Identify topic of lecture and follow topic development.
- Identify relationships among units within discourse (e.g. major ideas, generalizations, supporting ideas, examples).
- Identify role of discourse markers in signaling structure of a lecture (e.g. conjunctions, adverbs).
- Infer relationships (e.g. cause, effect, conclusions).
- Recognize key lexical terms related to subject/topic.
- Deduce meanings words from context.
- Recognize markers of cohesions.
- Follow lecture despite differences in accent and speed familiarity with different styles of lecturing: formal, read, conversation, unplanned.
- Develop knowledge of classroom conventions (e.g. turn-taking, clarification request s).

- Recognize instructional/learner tasks (e.g. warnings, advice, suggestions, recommendations, instructions)

2.4 Materials for Teaching Listening Comprehension

The design of the teaching materials, the approaches and procedures to be employed should be based on the educational objectives of the language teaching program which in turn need to be drawn from the learners' need (Richards, 1985).

It is important to pick topics that will be interesting for students of young aged. When a topic is interesting, it generates enjoyment that contributes to motivate the learner which is resulted with high concentration at the time of listening. Thus, learners' interest should be taken in to account during selecting and preparing listening materials. At high school level, we may have a number of students with varying interests and capacity. It should be stressed that it is important to pick a subject matter at list which can address their interest, consider their background and relevant to real live situation. If the listening prepared in this way; it become enjoyable, catches the attention of learners and encourages them actively engaged in the activity Underwood (1989) to the contrary if the topic is not interesting the listening activity can be boring. And this can interfere with their concentration which a major problem in listening activity. To the fact that Underwood (1989) states, even the short break in attention can seriously impair listening comprehension.

Listening materials used for L₂ listening comprehension instruction should reflect the features of real spoken language, for example, by using every day dialogs or listening texts extracted from radio and TV programs. Therefore, classroom materials need to be authentic and reflective of real- life listening situations when materials are not reflective of authentic language (e.g. recordings of a written text on to a tape), they hardly represent any real- life listening situations. Although listening materials written to be read provides a certain types of exercise that is formal transactional speech exercise, it is not enough to prepare students to listen to real- life speech (Ur, 1984).

Lectures which are thought to be highly reflective of transactional speech (Brown & Yule, 1983) represent an important listening genre because they are also a part of real-life listening (Ur, as cited in Timeson, 1996). Richards (as cited by Timeson, 1996) also states that lectures should be considered an important component of language learning and thus should not be restricted to advanced learners.

Field (2002) Claims authentic materials can and should be used even with beginner learners. However, it is important to create a good balance between authentic and pedagogically-prepared listening materials because learners can only learn what is comprehensible to them, not what is incomprehensible to them (Ridgway, 2000). Using authentic materials does not necessarily mean using real life- listening texts in the classroom. Teachers should adapt authentic texts in terms of cognitive load and task demand instead of just simplifying the language of the text (Field, 2002) adapting texts might be as easy as not having a students to respond to the all of physical task demands. Such as listening and marking places on a map. Teachers of English as a foreign language should consider all of the characteristics of real- life speech and provide their students with exercise representing as many of its features as possible.

As Lam (2002) puts, it first of all, learners need to be made aware of nature of real life speech they also need to be aware of time creating devices (e.g. ‘um, ‘urh’ ‘eh’), facilitation devices (e.g. redundant or repeated words, discourse markers, and other visual clues) inherent in spoken language. To this end teachers need to device awareness raising exercises. Such as; comparing extracts of written and spoken texts converting written texts to spoken texts or vice versa. After this consciousness raising exercise, teachers can also provide students with skill enabling exercises. This exercise may include having students identify this time creating, facilitation and compensation devices while listening to authentic listening texts, producing their own texts, and integrating listening with other skills specially with speaking.

2.5 Process of Listening Comprehension

When listening to somebody or something we use different strategies in order to understand the message and that is why it is so important for teachers to help their

students to learn how to listen. There are two main views of listening: (i) Bottom-up (ii) Top-down listening process.

2.5.1. Bottom-Up Listening Process

This process is linear as the meanings gained at the end of the process. Hedge (2000,p. 230) points at that we use our knowledge of language and our ability to process acoustic signals to make sense of sounds that speech presents to us. In other words we create the message from the individual parts e.g. from sounds towards to grammatical units to lexical meaning. And at the sometime with this process we use any clues that can help us with the meaning. Hedge claims that there are several clues such as the stress implied on certain meaning full units, relationship between stressed and unstressed syllables; we also use our lexical and syntactic knowledge to get the meaning of the words.

2.5.2. Top-down Process

Previous back ground knowledge of the topic of the conversation help the listener to explain and interpret what the speaker is talking about and this prior knowledge enables him/her to predict what may come next. The prior knowledge was also termed as schematic knowledge. The top-down process also allows the listener to avoid some aspects of the bottom-up process (Celce-Murcia, 2001)

According to Brown and Yule (1983) the listener must put the language in context of situation to get the meaning. Native speakers usually use their back ground and cultural knowledge; and their previous knowledge for listening situations as they expect that certain situations are connected with typical features and language. The above mentioned facts make the listening comprehension easier as they help them to interpret what is being spoken about and what will probably follow .Underwood (1989). It is teacher's responsibility to teach their students to pay attention to what they hear, to get the main idea and interpret it and subsequently respond to the information.

2.6. Teacher's Role During Listening Activities

Teachers carry a big responsibility in their class rooms; they have a huge impact on their learners either negative or positive. It is teacher's responsibility to create friendly supportive atmosphere.

Underwood (1989) suggests that teacher's aims of supporting the students to become better at listening should contain:

- ❖ Introducing learners to a variety of listening experiences: teachers can use several numbers of listening activities that contains range of the target language. This will prepare their students for different situations in their lives.
- ❖ Helping listeners to gain the insight what listening represents: teachers ought to make their students change their attitude towards listening and explain the process of it to them.
- ❖ Making listening meaning full for the learners: teachers should try to bring recordings that are as realistic as possible, contain normal speech, so that the listeners are in touch with the outside classroom listening.
- ❖ Raising learners' confidence: teachers must encourage their students during the listening texts to help them to continue with listening. They should also try to bring such listening texts in which the learners can be successful but on the other hand are not too easy.

Other aspects of the teachers' role that will help their students to become better at listening are to include areas in to listening course such as employing strategies used in mother tongue during listening activities, building up knowledge of cultural background of the target language and helping the learners to accept partial understanding (Underwood,1989).

Underwood (1989) claims that there are other things teachers have to take in to consideration while preparing the lesson plan:

- Whether teachers should prepare a separate listening lesson plans: which will be focused on listening practice, or incorporate listening in to more language lessons which would be more or less focused on general knowledge.
- The availability of the equipment: during the listening practice teachers usually serve as technical support and that is why they should check before the lesson whether a player is working or not or whether they can handle with the new equipment or not.
- Amount of time spend on listening practice: nowadays teachers are required to reserve a part of a lesson for listening and therefore it is the responsibility to outline the time for listening practice.
- Whether the learners going to sit for an exam or not: which consists of listening tests. If yes teachers must cover this in their plans.

As to Underwood (1989) the role of teachers in teaching listening are also sub divided in to three depending on the actual practice in the classroom.

Teachers' role before listening: before the lesson itself teacher should think about several steps. First of all they have to choose appropriate listening texts, check the quality of the recordings. Secondly they have to take in to consideration visual support as visual aids are helpful for majority of the learners. Thirdly teachers have to consider the listening procedure i.e. how to organize the stages, whether to use real life recordings or not.

Teachers' role during listening: at this stage teachers just make sure that the lesson follows the lesson plan and works mainly as a facilitator. The main aim of the teacher is to encourage their students and help them if necessary.

Teachers' role after listening: at this stage teachers ought to support their students cooperate with their classmate and they should include pair or group work. Thus, working together and comparing their answers with classmate will help them to release the stress caused by listening. Then teachers have to give immediate feedback since the later feedback is not efficient as students do not remember what was in the listening text.

2.7. Effective ways of Teaching Listening

Listening comprehension has long been regarded as an essential element of language proficiency as a communication and a language learning skill. Findings of recent research (e.g. Dunkel 1991; Feyten 1991) have also demonstrated the significant role of linguistic input in language learning and proposed the primacy of listening comprehension in instructional methods. However, the development of this important aural skill, specially, in a foreign language context, demands a considerable effort. Regarding this view, Brown and Yule (1983, p. 55) said that the ability to understand the spoken form of foreign language may not be acquired naturally, rather it should be taught. Other scholars such as: (Ur, 1984; Rixon, 1986; Rost, 1990). Also stress the need for effective teaching of listening and have provided different teaching approaches and procedures.

The objective of teaching listening comprehension in language classes is basically to help students function effectively in real life listening situations, e.g. lectures, radio, and TV news meetings, telephone conversations, etc (Underwood, 1989; Ur, 1984)

Thus, conventional listening lesson in which teachers read aloud or tapes are played, comprehension questions are attempted by the students and feedback is given in the form of 'right' answers may not be helpful to improve the effectiveness of the students listening. According to Sheerin (1987) and Holmes (2001) such techniques are testing techniques, but not teaching techniques.

Sheerin (1987, p. 126) explains that effective teaching of listening involves ' ' procedure such as provision of adequate preparation, adequate support and appropriate tasks together with positive feedback, error analyses and remedial action' '. In addition, the use of visual support in the form of pictures, graphs, diagrams, maps, transcripts etc can help learners by supplying cultural information and enabling them to predict more accurately. As a part of a listening task, visuals enable to focus learners attention on the important parts of the message and train them to listen for specific information (Shreein, 1987; Underwood, 1989).

The other essential point regarding effective teaching of listening is that the provision of positive feedback for learners. It insures that learners experience success as often as possible. Furthermore if there is failure to understand the discourse, providing feedback help diagnose the cause of the failure so that remedial actions can be taken (Sheerin, 1987; Rost, 1990).

Generally, the keys to success in teaching listening effectively lie in a properly graded syllabus, provision of visual and written supports and appropriate tasks. Therefore, teachers have to teach listening comprehension providing more help for their students than merely reading the text aloud and telling them whether their answer to comprehension questioner “right “ or “wrong”.

2.8. Types of Listening Activities

Listening is a highly-complex solving activities Barner (1984) in which listeners interact with a speaker to construct meaning, within the context of their experiences and knowledge. When students are made aware of the factors that affect listening, the levels of listening, and the components of listening process, they are more likely to recognize their own listening abilities and engage in activities that prepare them to be effective listeners. Karakas (2002) states that, listening activities try to prevent failure so that, it can support the learners’ interpretation of text. Listening activities are usually sub categorized as pre listening, while listening, and post listening activities.

(i) Pre-Listening Activities

Pre-listening stage is a kind of preparatory work which ought to make the context explicit, clarity purpose and establish roles, procedures and goal for listening (Rost 190, P.323). Schema theory provides strong evidence for the effectiveness of pre-listening activities which include the outline for listening to the text and teaching cultural key concepts. Pre-listening activities help learners to find out the aim of the listening and provide the necessary back ground information. They are helpful to focus the learners minds on the topic specifying and selecting the items that students expect to hear, and activity Prior knowledge structures, which have already met (Karakas, 2002).

Among the pre-listening activities that Underwood (1989) and Yangang (1993) have listed the following seems to be more relevant to this study: discussion about the topic, looking at the pictures, list of items, guiding questions, reading a text, predicting, making list of possibilities etc are included.

(ii) While-listening Activities

While listening activities can briefly be described as all tasks that students are asked to do during the time of listening to a text. Listeners who participate actively in listening experience are more likely to construct clear and accurate meaning as they interpret the speaker's verbal message and nonverbal cues. During the listening experience students verify and revise the predictions. They make interpretation and judgments based on what they heard Karakara(2002) . “ the purpose of while listening activity is to help learners develop the skill of eliciting message from spoken language” (Underwood 1989,p.45). At this stage, the students should concentrate on comprehension, whether they have understood important information from the text or not (Rixon, 1986).

Therefore, they must be choose carefully while listening activities should be interesting which can be derived from a topic, a content of what is said and the activities themselves. Some examples of while listening activities are: checking items in pictures, dictating differences or mistakes filling in the blanks, information transfer, picture sets and following a roots (Yangang, 1993 and Undrewood, 1989).

(iii) Post-Listening Stage

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

Post-listening activities are important because they extend students, listening skill. Post-listening activities are most effective when done immediately after the listening experience. Well planned post-listening activities after students' opportunities to connect what they have heard to their own ideas and experience and encourage interpretive and critical listening and reflective thinking. As well post listening activities provide opportunities for the teachers to assess check students, comprehension and clarify their understandings Karakara(2002) . Underwood (1989, p.74-75) farther discusses that the purposes of post-listening activities are to:

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

CHAPTER THREE

METHODOLOGY

This chapter deals with the methods that were used in the study. They included the research design, the instruments of data collection, the sampling techniques and the method of data analysis used in carrying out the research.

3.1. Design of the Study

This study aims at investigating the effectiveness of teaching listening skills at the sample high schools. Descriptive survey research is used as it enables the researcher to describe the current practices and teachers' perceptions in line with teaching listening skill. In descriptive survey research data can be gathered from a wide population concerning their attitude, practices, perception etc. In line with this, Kumera (2006) stated that descriptive survey or study also serves as the direct sources of available knowledge regarding human behavior. Besides, the data were analyzed using quantitative and qualitative method.

3.2. Study Population and Sampling

The populations of the study were all grade 10 English teachers and students of Mettu, Abidi Bori, and Alge Sachi Secondary Schools which are found in Ilubabor Zone in 2007 academic year. There are 38 high schools in this Zone. Of these schools the three government schools were selected using purposive sampling technique. Because they contain large number of grade 10 students and the number of grade 10 English language teachers is more than two in these schools. In addition, the researcher is familiar with the three schools. Since the study focuses on teachers' practice in listening class all grade 10 English language teachers in the three schools were taken as a sample using comprehensive sampling.

Regarding students' participation, Mettu had 334 students Abdi Bori had 771 students and Alge had 476 students. Totally, there were 1581 students in the three schools. Of these 20% of them were taken as a sample from each school by using random sampling

technique (lottery method). For instance, 20% of Mettu secondary school students were 66. As the total number of the students grouped in to six sections, the researcher selected 11 students from each section using random sampling techniques. In the same manner, the researcher took 116 and 95 students from Abdi Bor and Alge secondary school respectively as they were in the same class under the same school curriculum. Therefore, 316 students and 9 teachers were the sources of information for this study.

3.3. Data Collection Instruments

The instruments used to collect data for the study were content analysis, questionnaire and class room observation. These instruments are more productive in generating information on language teaching-learning practices (Cohen and Minion, 1994; Shohany, 1989)

3.3.1. Content Analysis

This instrument was designed to see whether the English language teacher follow the procedure suggested for teaching listening lesson and to examine the appropriateness of the contents of listening material and the procedure proposed to teach them in relation to student's level of education. So the researcher developed certain criteria or content analysis checklists which are adopted from Richards (1985), Rost (1990) and Cunningsworth (1995) for analyzing the content of listening material or the textbook. Using checklist and content map descriptive analysis of the listening components were made.

3.3.2. Questionnaire

Questionnaire was one of the data gathering tools employed for securing pertinent information for the study. Therefore, two sets of questionnaires were developed one for teachers and the other for the students. The students' questionnaire was used for triangulating the data gathered from teachers.

Teachers' questionnaire has two parts containing 34 items (see Appendix C). The first part contains 13 questions, 11 close ended and 2 open ended. This section dealt with type of material used, the use and suitability of text and teachers practice and perceived usefulness of pedagogical procedures suggested for teaching listening skill. The Second

part contains 21 close-ended items designed together information from the teacher for two purposes. One to see current practice of the teachers' and second to know teachers perception regarding the teaching procedures suggested for teaching listening. The student questionnaire was also prepared in similar manner with that of the teachers' and it was translated into their vernacular (Afan Oromo) (see Appendix G).

3.3.3. Classroom Observation

Classroom observation was used as a major instrument to see the actual practice of teachers in the classroom while teaching listening comprehension and to make sure whether the responses provided for the questionnaires were reliable or not. For this reason, structured observation checklists were designed and examined what teachers practice in the listening classes. Therefore, among the 9 teachers 5 were selected using purposive sampling technique, 3 from Abidi Bor and 2 from Mettu secondary schools because the school time table was relatively appropriate for the researcher to complete her observation in time. Accordingly, the teachers were observed four times each while teaching listening lessons using the structured observation checklist.

3.4. Data Collection Procedure

To collect an adequate data, the researcher has scheduled her time and used the prescribed instruments. Accordingly, the researcher contacted the school directors and explained the purpose of the study before conducting it. This helped the researcher in order to collect data effectively. Then before distributing the questionnaire, pilot test was given for 20 students from grade 10 at Supe Secondary School on March, 3/2007 to check whether the instrument was strong enough to generate the required data the study want. Then the researcher saw if any questions made the respondents uncomfortable or if it may have more than one answer etc. Consequently, two items discarded and the other 10 modified. For face, validity of the questionnaires it was given to the subject experts. Eventually, data gathering instrument (the questionnaire) was distributed from March, 10/2007 - March, 16/ 2007 for final study and collected on the same day. At the same time, the elements of all the listening units were stated on the content map by the

researcher and 6 sample units were randomly selected (i.e. unit 2, 4, 6, 8, 10 and 12) and analyzed descriptively using the check list adopted from Cunningsworth (1995).

Next, using the preplanned observation checklist and referring to the teacher's teaching schedule, the researcher began class observation from March, 16/2007 and continued till April, 30/2007. This observation was only on the purposively selected five teachers four times each. The total of 20 class room observation was conducted.

3.5. Methods of Data Analysis

The data which were obtained through questionnaire specially using likert scale were analyzed by using quantitative data analysis method. And the data gathered through open ended questions and class room observations were analyzed by using qualitative data analysis method. The elements of the listening lesson were analyzed in terms of the instructional objectives, the suggested pedagogical procedures and the academic micro skills of listening comprehensions the learner should develop. The findings were written descriptively. The teachers and students response to the items in the questionnaires were tallied, tabulated and interpreted manually. The frequency and the percentage were summarized to discuss how each item was responded. Finally from the findings, conclusions and recommendation were drawn.

3.6. Ethical Consideration

After receiving letter of cooperation from Jimma University, the researcher communicated all institutions and individual participants legally and smoothly. The purpose of the study was made clear and understandable for all respondents. Any communication with the concerned bodies was accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. In addition, all information obtained from individual respondents was kept confidential.

CHAPTER FOUR

REASULTS AND DISCUSSION

The primary objective of this study was to investigate teachers' perception, their classroom practices in teaching listening skill and the appropriateness of the listening text itself by grade ten English teachers. To achieve this, questionnaires consisting of closed and open ended items were distributed to all grade ten teachers and sample grade ten students at Mettu, Abdi Bori and Alge High Schools which are found in I/A/Bor Zone. Moreover, these were supplemented by both content analysis and class observation results.

Accordingly, 312 students and 9 teachers responded to the questionnaires and this was assumed to be adequate for the analysis. The data collected through questionnaire were first categorized and presented in various tables so that it could be understandable easily and then various statistical tools were used for analysis. The data obtained from content analysis and observations were also narrated or quoted so as to substantiate the data obtained from questionnaires.

The analysis was made in line with the following basic research questions raised in the first chapter of the study.

4.1 Content Analysis

Research Question 1 To what extent is the text appropriate to the students' level of understanding?

To answer this question content analysis was made and the result is discussed. In addition, the data gathered from teachers and students using questionnaire (item 5-7) were presented and discussed as follows.

4.1.1 Overview of the Course Materials Listening Section.

The new Grade 10 English for Ethiopia course material (i.e. student text and teacher's guide) has a total of 12 units that are topic based in their approach. The textbook has a total of 24 listening lessons. They are all presented as a passage to be read out by the teacher. In the student's textbook, the listening texts are available at the end as an appendix and there are photos so as to help students enhance their listening skill, conversation and cultural contexts. Each listening text goes together with a variety of listening exercises that are presumed to help students develop their listening skill as stipulated in the course material.

Short answer and comprehension questions, retelling, relating ideas, completing passage, listen and completing the missing contents of stories, setting down of key points, group discussions, recording of main points of a text, and chart and table completion are the most types of the listening activities. They incorporated with the listening texts in the course material as supplementary tools for stimulating the effectiveness of students in enhancing their listening skill through a variety of class room practice.

From the composition of the listening texts and associated exercises, one can easily learn that the course material is designed in a way that is supposed to foster the effectiveness of teaching listening skill. The text is designed in the way teaching listening through integrating with the other language skills (i.e. speaking, writing and reading). In addition, it cultivates the general knowledge of learners on the other fields of study. The preparation of the listening texts seems to have been given due attention for the need to consider the cultural context and real life situation of targeted learners. It also tries to fit their educational status and level of understanding.

4.1.2 Content Analysis of the Course Materials Listening Section

To undertake a thorough and representative investigation of English for Ethiopia Grade 10 course Book, the researcher planned to assess 6(50%) of 12 units with emphasis on the listening section offered there in. The selection of targeted units was merely based on simple random sampling method. All even numbers from those 12 units (2, 4, 6,8,10 and 12) are examined. The assessment is mainly based on the parameters adapted from the

work of Cunningsworth (1995). See appendix A. the content map of all the units is showed on appendix B

To begin with unit 2, the unit is entitled “Health First Aid”. Under it four (4) listening texts are incorporated. From those, the preceding two entitled “Watch the baby” and “Accident at home” are taken as a model. Here the former text is designed in a way that learners grasp key concepts from it. For example, discourse markers, logical sequence of the story. The story was about individual character focusing that carelessness is a bad habit. The story in passage matches with students understanding. The message possessed there is also related with their real life situation. The post listening activities provided learners to practice skill integrating language use which is one of the criteria for appropriate text book.

Unit 4 is entitled “Moral education and personal responsibility.” The related listening text is “The story of an orphan”. This is a specially constructed passage for loud reading. It possesses the true story of one lady which attracts the attention of students. The exercises under this topic included note taking followed by student interaction. Here, it provides them with cooperative learning and encourages them to think logically in searching solution for the problem faced.

Unit 6, “Drag” the related listening text is “Daniel’s story” which is designed as specially constructed passage for loud reading. And the exercises under it engage students in predicting the given picture and enhancing them to use their Meta cognitive and cognitive listening strategies. Then they held discussion on how they feel about the main point in the text. So the text seems appropriate for communicative approach.

Unit 8, “Education” the related listening text is “Education in Ethiopia where it going?”. This text is related with the students’ current issue. They easily react with the topic and listen attentively. The exercises there engage students in recording main facts followed by group discussion to come to consensus.

Unit 10, “Energy” the related listening text is “Different forms of energy”. The text is a specially constructed passage for loud reading the activities are designed in a way students can improve their skill of listening for gist and specific information in a text. For example, listen and give short answer, saying true/false and completing pie-chart using the words grasped from the listening text.

Units 12 is about, ‘Birth, Wedding and Funerals’. There are two topics based listening text. The first is “Wedding” and the second is “Two grandmothers remember”. The first text (wedding) discussed the traditional marriage of Gikuyu and San Bushmen. Here, it provided students with key vocabularies to practice at pre-listening stages. Then the students listen to a script to compare and contrast the two traditional marriages and

complete the table. The second text is presented in the form of conversation. It encourages students to listen for specific information in a text to complete a table.

To sum up the analysis above, all the listening text are topic related. According to Morely (1999) such kind of listening texts encourage students to be more familiar with the content of the unit. Also they help to recycle and reinforce the stimulation of vocabulary items and grammatical structure introduced earlier to the students. In addition the listening text are set in meaningful contexts and are specially constructed passage for loud reading except “two grandmother remember” which is presented in the form of dialogue. The activities provided for teaching listening are varied and engage students to practice some meaningful aspects of listening for learning language. There are also clear procedures for teachers to orient their students to the right track. On the other hand, the listening texts lack dictation activities and recorded materials Such as CD, Video etc. So this part need due attention from the syllabus designer to give solution.

Generally, the content analysis of the listening texts showed that the texts were mostly selected and designed by considering the need and level of students. It incorporates pre-, while- and post-listening activities in itself. From this, one can be conclude that listening skill has been given a considerable attention in the newly designed English for Ethiopia Grade 10 course book.

4.1.3 The Appropriateness of the Listening Texts

Table 1 Teachers’ and Students’ Responses on the Appropriateness of the Listening Texts

No	Items	Specific response	Teachers response in		Students response in	
			No	%	No	%
5	Do the Listening Texts Consider the back ground of the students and have relevance with the students’ real life situation	Yes	5	55.6	192	61.5
		No	4	44.4	120	38.5
		T	9	100	312	100
6	Do the listening sections provided in the text book match with the students’ level of understanding?	Yes	5	55.6	150	48.8
		No	4	44.4	162	51.2
		T	9	100	312	100

On Table 1 item 5 above, the suitability of the listening texts in the course book with emphasis on their competence in considering the back ground of the students and its relevance with their real life situation was assessed. Accordingly, 5(55.6%) of the teacher –respondents and 192(61.5%) of the student-respondents replied that the listening texts considered the students’ back ground and are relevant to their real life situation. On the other hand, 4(44.44%) and 120(38.5%) of the teachers and students respectively responded that it did not consider students background.

For the question that deals with the appropriateness of the listening texts to the level of students understanding (item 6), 5 (55.6%) and 150(48.8%) of the teachers and students respectively responded that the listening texts are appropriate. However, 4 (44.4%) and 162 (51.2%) of the teachers and students responded negatively.

It is also noted from the open question (item 7), almost all the 4 teachers and 162 students who negatively responded for question number 6 mentioned its weakness. They said the listening texts are failed to consider students’ less or lack of exposures to the target language. They also mentioned the inclusion of some listening texts whose content do not much with the prevailing socio cultural context as a ground for justifying their perception.

As can be seen on Table 1 item 5, 6 and 7 above, the appropriateness of the listening texts, in line with considering students back ground, real life situation and students level of understanding is not directly supported by both teachers and student- respondents. Rather they raised some evidences for its failure to help the listener. For instance it did not offer the learner to explain and interpret what the speaker is talking about and what comes next. According to Brown and Yule (1983), the listener must put the language in context of situation to get meaning. This is interrelated with the listeners back ground knowledge and real life situation. However, the result of the findings showed the gap which has to be filled by the syllabus designers and course book writers.

4.2. The Extent to Which Teachers Teach the Listening Section Provided in the Course Materials

Research Question 2: To what extent do teachers teach the listening sections provided in the course book?

To answer this question, the data gathered through item 1-4 under part one of teachers and students questionnaires was discussed as follows.

Table -2 Teachers' and Students' Response on the Extent to Which Teachers Teach the Listening Section Provided in the Course Book.

No	Items	Specific Response	Responses given by			
			Teachers		Students	
			No	%	No	%
1	Type of materials used for teaching listening					
			No	%	No	%
	• Text book with audiotapes and videos		-	-	-	-
	• Text without audiotapes and videos		6	66.7	202	64.7
	• Text book with video only		-	-	-	-
	• Text book and Teacher- produced materials		3	33.3	110	35.3
	Total		9	100	312	100
2	Teaching the listening lessons include in the text book.	No	-	-	-	-
		Yes	9	100	312	100
		No	-	-	-	-
		T	9	100	312	100
3	Frequency of teaching listening section	Always	-	-	-	-
		Usually	4	44.4	105	33.7
		Sometimes	5	55.6	207	66.3
		Rarely	-	-	-	-

		Total	9	100	312	100
4	Teaching listening skill by integrating with the other skill	Yes	9	100	312	100
		No	-	-	-	-
		T	9	100	312	100

As depicted in Table 2 of item 1, 6(66.7%) of the 9 teacher- respondents replied that they use text without audio-visual aids. And the rest 3 (33.3%) teachers responded that they used text and teachers adopted materials without audio visual aids. For the same question forwarded for the students, 202(64.7%) of them confirmed that their English teachers used listening texts without audiotapes and videos. While the rest 110(35.3%) students responded that their English teachers used both listening text and teacher produced materials for teaching listening sections of the text book. As it can be seen from Table 2 above, none of the teachers claimed to use listening texts with audiotapes and videos or only listening text with videos. This implies that a material used by the teacher to conduct listening session is not reflective enough. In the contrary, Ur (1989) states that class room materials need to be authentic and reflective of real life situations. For this reason teachers need to have awareness in using different type of materials which encourage students to become competent in listening .On the other hand, Field (2002) claims that it is important to create a good balance between authentic and pedagogically prepared material because learners can learn what is comprehensible to them, not what is incomprehensible to them.

Regarding item 2 of Table 2, i.e. the practice of teachers in teaching the listening sections included in their text book, all the 9 teachers and 312 student- respondents replied that the stated activity was undertaken in their listening sessions with varying frequency. Accordingly, as depicted under item 3, 4 (44.4%) of the teachers responded that they usually teach the listening sections included in the text book while the rest 5(55.6%) responded that they taught only sometimes.

In the same manner, item 3,105(33.7%) of the student- respondents replied their teachers' usually teach the listening texts in the course book. The rest 207(66.3%) replied that their teacher teach those listening sections in the course book only sometimes.

Even though all the teachers and student-respondents replied that they practiced listening sections included in their text book, the frequency to which they practice it, depending on their text book content, is not sufficient enough. Because the response given by teacher and student-respondents revealed that they practiced only half of the listening sections provided for teaching listening skill and jumped the rest. This is the indicator of less

value given to listening skill by the English language teachers of grade 10 at the three sample schools. As to Underwood (1985), listening comprehension is too complex even though it is a very essential skill. As a result students need much support from their teachers to improve and develop their listening skill. So teachers must facilitate the situation and provide the students with a number of listening activities to enrich students with this vital skill.

The issue of teaching listening skill by integrating it with other skills (item 4), here all the 9 teachers and 312 students claimed that the teaching of listening skill is being conducted through integrating the listening skill with other language skills, specially speaking. This implies that teachers seem to have strong practice on the stated item. Lam (2002) support this idea putting that teacher need to device awareness raising exercises. For instance, written text to spoken text or vice versa. Teacher can also provide students with skill enabling exercises such as having students identify this time treating exercise, producing their own text and integrating listening with other skills especially with speaking skill

4.3 Teachers Current Practice of Teaching Listening Skill

Research Question 3: How much do they practice listening comprehension through the procedures suggested for teaching listening comprehension?

Practicing teaching listening may vary at pre-listening, while listening and post listening stages of the session. Karkaras (2002) suggested that listening activities prevent failure and encourage students to be successful in their learning. So that it can support the listeners' interpretation of the text. As a result the listening activities are usually subcategorized as these three listening phases and they have been grouped as follows.

4.3.1. Teachers' Current Practice at the Pre-listening Stage

The pre-listening stage is the phase where the teachers are expected to prepare and motivate the learners to be engaged effectively in the listening comprehension activities. In order to describe the practice of English language teachers during the pre-listening stage, seven questions were forwarded for the sample teachers and students that are targeted in the study. Beside this, the researcher associated it with the real situation on the ground by conducting a total of 20 class observation which helped to check the reliability of the two respondent groups (teachers and students) response. The result is presented and discussed bellow

Table 3 Teachers' and Students' Response on the Current Practice of Teachers' at the Pre-Listening Stage

No	Questionnaires	R	Response on the current practice											
			Always		Usually		Sometimes		Rarely		Never		Total	
			No	%	No	%	No	%	No	%	No	%	No	%
1	Introduce the listening lesson briefly.	R _T	-	-	3	33.3	6	66.7	-	-	-	-	9	100
		R _S	-	-	102	32.7	162	51.9	48	15.4	-	-	312	100
2	Set purpose for each listening text and activities	R _T	1	11.1	3	33.3	5	55.6	-	-	-	-	9	100
		R _S	-	-	-	-	259	83	53	17	-	-	312	100
3	Make the instruction clear for the students	R _T	-	-	7	77.8	2	22.2	-	-	-	-	9	100
		R _S	-	-	200	64	112	36	-	-	-	-	312	100
4	Teach key lexical terms before listening to a text	R _T	6	66.7	3	33.3	-	-	-	-	-	-	9	100
		R _S	161	51.6	144	46.2	7	2.2	-	-	-	-	312	100
5	Teach students using different techniques for guessing the meaning of unknown words	R _T	-	-	4	44.4	4	44.4	1	11.1	-	-	9	100
		R _S	-	-	-	-	236	75.6	76	24.4	-	-	312	100

Table 3

No	Questionnaires	R	Response on the current practice											
			Always		Usually		Sometimes		Rarely		Never		Total	
			No	%	No	%	No	%	No	%	No	%	No	%
6	Encourage students to set goal for listening	R _T	-	-	2	22.2	6	66.7	1	11.1	-	-	9	100
		R _S	-	-	48	15.4	196	62.8	68	21.8	-	-	312	100
7	Order students to read and copy the questions, tables and note out lines before listening to the text	R _T	9	100	-	-	-	-	-	-	-	-	9	100
		R _S	70	22.5	128	41	114	36.5	-	-	-	-	312	100

N.B (R=Response, RT =Teachers response, RS =students response)

As it can be seen from Table 3 above, the practice of teachers in briefly introducing the listening texts to students before starting dealing with the listening text (item 1), 3(33.3%) of teachers responded that they usually introduced it briefly. 102(32.7%) of the student-respondent confirmed that their teacher usually introduced the lesson briefly prior to directly engaging in teaching the listening text. The other 6(66.7%) and 162(51.9%) of teacher and student-respondents respectively replied that they briefly introduced the listening lesson only sometime at pre-listening stages. And the rest 48(15.44%) of the student-respondents replied that their teacher rarely introduced the listening text before the listening lesson.

In the same manner, the researcher's class observation result indicated that teachers practice was limited. The teachers had seen only 10(50%) of the visited classes to be briefly introduced the lesson before launching the teaching session. However, at 10 (50%) or half of the observed classes, the teachers were found omitting this essential pre-listening activity.

Concerning item 2, only very small number 1(11.1%) of the teacher respondents replied that he/she always set purpose for each listening lesson. The other 3(33.3%) and 5(55.6%) of the respondents reported that they practiced the stated activities usually and sometimes respectively. To this end, the response of students, however, contradicted with what the teachers claimed. Here, 259. (83%) of the student respondents stated that their teachers practice only sometimes and 48(17%) replied that the teacher rarely set and introduce purpose for the listening activities. The result of researchers' class observation also confirmed the students' response. That means out of 20 listening classes observed, it was only in 6(30%) that the teachers were found setting purpose for the listening lesson as pre-listening activities.

Regarding item 3, most of the teacher-respondents 7(77.8%) and less number 2(22.2%) witnessed that they give clear instruction usually and sometimes respectively. The response of students almost match with that of the teachers as 200(64%) and 112(36%) of them respectively replied that their teachers usually and sometimes clarify the instruction of the lesson. In addition the classroom observation result showed 50% of the observed classes were found practicing the stated pre-listening activities.

Item 4 deals with the performance of teachers in teaching key lexical terms to their students before letting them to listen to a text. While 6 (66.7%) of the teacher-respondent replied that they practiced it usually, 3(33.3%) indicated sometimes. The response of students also confirmed with that of their teacher and thus, 161(51.6%) and 144(48.4%) of them stated that their English language teacher taught them always and usually respectively. This was an indication of a very good current practice of teachers to help

their students. Moreover, the researcher's class observation confirmed that the result of questionnaire is practical. Thus, 15(75%) of the class observation found that the teachers implemented the stated pre-listening activities in a better way.

Item 5, is the case of teaching different techniques that would help them in guessing the meaning of new words encountered during listening to a text. None of the teachers claimed to have been always practicing it. 4 (44.4%) of them replied that they sometimes practiced the activity while only one respondent honestly stated that he/she rarely practiced it.

Out of the 312 student respondents, 236(75.6%) responded in a way that contradicts with the 4 teachers who claimed to practicing it usually, they refuted that they implement it only some times. The rest 76(24.4%) stated that their teacher rarely teach them what and how to use different techniques for guessing the meaning of those unfamiliar words that they encountered in the listening text. Concerning Item 6, encouraging students to set goal for listening, of the teacher- respondents 6(66.7%) and 1(11.1%) claimed that they practiced it sometimes and rarely respectively. Regarding the student- respondent, 196(62.8%) and 68(21.8%) replied that their teachers encourage them to set goal and objectives for the listening activities some times and rarely respectively.

According to item 7, all the 9(100%) teacher-respondents claimed that they always practiced the stated item and only 70(22.4%) of the students agreed with their teachers. The other large number, 128(41%) and 114(36.6%) of the students respectively responded that the English language teacher practiced it usually and sometimes. Similarly, the classroom observation witnessed that the teachers' response is right. Here, the results of the findings indicate the teachers' current practice on the stated item seems to be effective.

4.3.1.1 Discussion on Teachers' Current Practice of Pre-Listening Stage.

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

As identified on Table 4, most of the teachers replied that they introduce the listening lesson with almost relevant frequency (usually and sometimes). Large number of the students agreed with their teachers' response. In addition, the classroom observation result confirmed that teachers introduced the lesson most of the time. Consequently, it

might be possible to infer that introducing the listening lessons was frequently handled during the teaching of listening comprehension.

To bring effective teaching of listening in the classroom, there should be a purpose for the activities. Even though teachers had not been practicing it during the class observation, both teachers and student-respondents reported that the teacher set the purpose usually and sometimes at the pre-listening stage. On the contrary, Lindsay and Knight (2006) explain teachers should make sure that students understand why they are doing a certain listening activities.

Even though ELT scholars, (Rost, 1990 & Harmer, 2001) suggest that providing clear instruction enables students to handle the listening tasks easily, the practice seems missing the actual listening classes; the researcher found the teacher giving clear instruction only on 10 sessions out of 20 class observation sessions. In addition, the results of the questionnaire from teacher and students showed the gap which indicate teacher did not instruct the students as needed.

As to Gower et al. (1995) teaching lexical items which help the learner to understand the listening text is very important. Therefore, a teacher is expected to pre-teach some words which might confuse the learner while listening to a text. As far as the data gathered through questionnaire and class observation were concerned, most of the teachers implemented (taught) the key lexical items to help students understand the listening text easily.

Ur (1984) claimed that listening to a text requires listener prediction and making inferences. For this reason, students should be given adequate chances before they listen to a text. On the contrary, teachers and student respondents replied that the teacher employ the stated item only sometimes. This showed us that teachers lack continuity and commitment in their practices. Hence, students haven't been provided with sufficient opportunity to improve their skill of predicting a word or text.

Regarding reading or copying the questions, tables, note outlines before listening to a text (item 7), all the teachers almost all of the students and 90% of classroom observation pointed out that English language teachers regularly practiced pre-listening activities. From this, one can safely conclude that teachers could play a vital role and a lot is expected from the teacher for maximum success of the learner.

Finally, in practicing pre-listening activities teachers failed to employ some essential activities frequently for best learning of the students. On the other hand, as it was seen during the class observation, and from the results of questionnaire, the teacher teach key lexical terms, make clear the instruction for the students, order to read and copy the exercise, table etc which followed by the listening text.

4.3.2 Teachers Current Practices at the While- Listening Stages.

The while-listening stage is an important part of a listening session. At these phase teachers are responsible for exposing their students to varied listening tasks and helping them develop skills of eliciting information from the text Rost (1990). It is also the stage at which teachers provide the right guidance and support to their students to create positive environment. Consequently, the present study tried to find out whether the while-listening teaching practices were employed in accordance with the pedagogical procedures suggested in the teacher's book.

Table 4 Teachers and Students Response on the Current Practice of Teachers' at While -listening stage

No	Questionnaire	R	Response on the current practice											
			Always		Usually		Sometimes		Rarely		Never		Total	
			No	%	No	%	No	%	No	%	No	%	No	%
8	The teachers encourage students to classify what they hear in to meaningful groups (e.g. creating semantic maps, etc...)	R _T	-	-	-	-	7	77.8	2	22.2	-	-	9	100
		R _S	-	-	-	-	260	83.3	52	16.7	-	-	312	100
9	The teacher read listening text more than once	R _T	9	100	-	-	-	-	-	-	-	-	9	100
		R _S	261	83.7	51	16.3	-	-	-	-	-	-	312	100
10	The teacher reads the text aloud and makes the students listen and write the answer for comprehension questions	R _T	9	100	-	-	-	-	-	-	-	-	9	100
		R _S	-	-	159	51	79	25.3	74	23.7	-	-	312	100
11	The teacher makes the students listen to general ideas of the text they hear or specific information given in the text	R _T	-	-	9	100	-	-	-	-	-	-	9	100
		R _S	-	-	-	-	213	68.3	99	31.7	-	-	312	100
12	Make the students listen to a text and identify main points	R _T	-	-	2	22.3	4	44.4	3	33.3	-	-	9	100
		R _S	-	-	-	-	208	66.7	104	33.3	-	-	312	100

Table 4

No	Questionnaire	R	Response on the current practice											
			Always		Usually		Sometimes		Rarely		Never		Total	
			No	%	No	%	No	%	No	%	No	%	No	%
13	Employ role plays, drama and games into listening sessions	R _T	-	-	-	-	-	-	9	100	-	-	9	100
		R _S	-	-	-	-	-	-	200	64	112	36	312	100
		R _T	-	-	-	-	2	22.2	7	77.8	-	-	9	100
		R _S	-	-	-	-	106	34	206	66	-	-	312	100
15	Make dictation	R _T	-	-	-	-	6	66.7	3	33.3	-	-	9	100
		R _S	-	-	-	-	100	32	162	51.9	50	16.1	312	100

N.B(R=Response, RT= Teachers Response, RS= Students Response)

According to Table 4 above, the role of teachers in encouraging the students to classify what they hear in to meaningful groups. 7 (77.8%), and 2 (22.2%) teachers replied that they practiced it sometimes and rarely respectively. In the same manner, significant number of students, 260 (83.3%), confirmed that their teacher sometimes practiced the stated item. The rest small number, 52 (16.7%) witnessed the teacher rarely practiced the stated item.

In item 9, all the 9 (100%) respondent-teachers claimed that they always make students listen to a listening text more than once. Similarly, most of the students, 261 (83.7%), agree with their teachers response. And only 51 (16.3%) of them responded that their teachers usually practiced the stated item at while- listening stage.

Item 10 of table 5 is concerned with reviewing the practice of English teachers in loudly reading and making the students listen to a text for a sake of writing the answer for the comprehension questions on their note books. Here, all the 9 (100%) teacher-respondents claimed that they always undertake the stated activity in their teaching listening classes. The result here implies that the teacher aim to develop students' performance; they exert great effort and frequently practice it. Student-respondents replied this item 10 differently. Hundred fifty-nine (51%), 79 (25.3%) and 74 (23.7%) replied that their teachers usually, sometimes and rarely practiced the stated item in teaching listening lesson at a while listening stage respectively. In addition the class room observation result revealed that the teachers usually employed it but not always.

Regarding item 11, all 9 (100%) of the teacher respondents claimed that they usually under take the stated activity in their teaching at While- listening stage. On the other hand, 213 (68.3%) students witnessed that their teachers sometimes made them listen to general or specific idea of listening text they hear while the rest 99 (31.7%) of the students witnessed that their teachers deliver the stated item rarely at a while-listening stage. Furthermore, from 15 (75%) of the observed classes, the English language teacher were seen attempting to help their students to listen to general idea or specific information of the listening text.

Concerning item 12, which deals with the practice of teachers in helping the students to listen to a text they hear and to identify main points in the text, 4 (44.4%) and 3 (33.3%) of the teacher-respondents reported that they provide the students with the stated item sometimes and rarely respectively. Regarding student-respondents large number 208 (66.7%) agreed with four teachers saying that their teachers employ it sometimes. The rest 104 (33.3%) of the students support the response of the 3 teachers who frankly witnessed that they practiced it rarely and disclosed the first two teacher-respondents who claimed as they implement it usually in their while- listening stage teaching.

Item 13 assess the implementation of teachers in employing role plays, drama and games in to listening session. Nine (100%) of the teacher respondents honestly responded that they practiced it rarely. In the same manner, 200(64%) of the students confirmed their teachers negative response. And the other 112(36%) students responded that their teacher never practice it. From this, one can conclude that teachers neglect the activities even though such activities could make the listening more practical.

Item 14 deals with using extra visual material such as picture and object to assist their students in effectively attending the listening texts through associating the visual materials they see with what they hear from the text. Accordingly, 7(77.8%) of a teacher respondents replied that they rarely bring and utilize such teaching aids in their listening classes. Regarding student-respondents, most of them 206(66%) confirmed their teachers' response. In addition, the class observation result indicated that teachers totally neglect using any extra visual aids at while- teaching listening skill.

Item 15 refers to dictation which is the other while listening activities expected of teacher to practice it during listening session. It improves not only students listening skill but also their writing skill. However 6(66.7%) and 3(33.3%) responded that they sometimes and rarely gate engaged into such a practice during teaching while-listening stage. Similarly, more than half of the students, 162(51.9%), confirmed that teachers rarely practiced the stated item. Also the class observation result summarized that the students did not get engaged in dictation activities.

4.3.2.1. Discussion on Teachers Practice at While - Listening Stage.

While-listening stage is a stage where learners are required to listen to a text and react with it in different ways. For instance, classifying what they heard into meaning full groups, listen and write the answer for comprehension question, listen for main idea or specific information in the text etc are the common activities at While-listening stage. To summarize teaching practice of the while listening-stage in relation to English for Ethiopia grade 10 text book, it seems that teachers engage the students in activities that mainly focus on the texts' content. The practice has mainly been dominated by teacher loud reading and students' attempt to comprehension exercises. Then teachers give feed back in the form of right answers. According to Sheerin (1987) and Ur (1996) such listening lesson presentation tends to test rather than teaching. Thus, from the analysis of the data it can be concluded that the way teachers deliver the listening lesson in the class lacks right implementation of the procedures suggested by the syllabus designer or the writer of the course book. For example, the teachers' current practice was not within the frame work of communicative language teaching approach and in a position to exploit the new ideas and approaches presented in the course materials. Particularly the teachers guide.

Even though the teachers have been observed practicing some activities provided for while-listening stage in their listening classes, the frequency in which they provided their students with such activities was not adequate enough in developing learners listening comprehension skill.

4.3.3 Teachers' Current Practice at Post-listening Stage

Post-listening activities are often used to check for the effectiveness of students in their listening for comprehension efforts. It either related to pre-listening activities or while listening activities.

In general, at post listening stage teachers are expected to check whether they have successfully completed while listening duties they have gone through. Moreover, activities at the post listening help teacher to identify area where students face difficulties in effectively understanding, getting held of the required information, knowledge and to design for potential curative actions towards bridging possible gaps created in the listening process. Post- listening stage is also a phase at which potential answers for the comprehension questions are produced either by the teacher or the students themselves, and thus forwarded for further discussion and building of consensus (Underwood, 1989).

Table 5 Teachers' and Students' Responses on the Current Practice of Teachers at Post- listening Stage.

No	Questionnaires	R	Current practice											
			Always		Usually		Sometime s		Rarely		Never		Total	
			No	%	No	%	No	%	No	%	No	%	No	%
16	Make students produce their own sentences using the new words they learn	R _T	-	-	5	55.6	2	22.2	2	22.2	-	-	9	100
		R _S	-	-	155	49.7	157	50.3	-	-	-	-	312	100
17	Teach the students to recognize some patterns and formulas as a whole chunks etc.	R _T	-	-	-	-	6	66.7	3	33.3	-	-	9	100
		R _S	-	-	-	-	109	35	203	65	-	-	312	100
18	Let students express their individual views and opinions on the ideas reflected on the text either supporting or opposing	R _T	-	-	-	-	-	-	9	100	-	-	9	100
		R _S	-	-	-	-	-	-	89	28.5	223	71.5	312	100

Table 5

No	Questionnaires	R	Current practice											
			Always		Usually		Sometimes		Rarely		Never		Total	
			No	%	No	%	No	%	No	%	No	%	No	%
19	Helping and directing students to work in their group and come to consensus on the answer	R _T	4	44.5	5	55.5	-	-	-	-	-	-	9	100
		R _S	108	34.6	119	38.1	85	27.2	-	-	-	-	312	100
20	Ask students to report or express their group discussion turn by turn for whole class discussion	R _T	3	33.3	6	66.7	-	-	-	-	-	-	9	100
		R _S	82	26.3	97	31	133	42.7	-	-	-	-	312	100
21	Give appropriate feedback for the students in the listening activities referring to a text as necessary	R _T	7	77.8	2	22.2	-	-	-	-	-	-	9	100
		R _S	145	46.4	112	36	55	17.6	-	-	-	-	312	100

N.B (R = Response, RT = Teachers Response, RS = Student Response)

According to Table 5 item 16 above, 5(55.6%) of the teacher-respondents replied that they usually make the students produce their own sentences using the new words they learned while listening to a text. On the other hand 2(22.2%) and 2(22.2%) teacher-respondents respectively replied that they employ the stated item sometimes and rarely. Regarding student-respondents 155(49.7%) replied that their English language teachers usually practice the stated activity. The other 157(50.3%) of the students reported that their teachers only practice the stated item sometimes. In addition, the researcher's 6(30%) observed sessions indicated that the teachers had been seen encouraging their students to make their own sentences using the new word they learn. Here, the result of this findings show that the teachers do not provide students with such constructive activities. This means students missed one chance in which they improve their listening skill through integrated language usage.

Item 17 deals with teaching students to recognize some patterns and formulas as a whole chunks etc. From the teacher-respondents, 6(66.7%) and 3(33.3%) reported that they encourage the students to recognize or formulate some structure from what they hear only sometimes and rarely respectively. In the same manner, 109(35%) and 203(65%) student-respondents agree with their teachers' opinion replying that most of the teachers do not practice the stated activities at their post- listening stage.

Concerning to letting students to express their individual views and opinions on the ideas reflected in the text supporting or opposing (item 18), all the 9(100%) teacher-respondents frankly replied that they rarely provided their students with the stated item. Additionally, 89(28.5%) of the student respondents agreed with their teachers' poor practice of the stated item while the rest 223(71.5%) of them totally disclosed that their teachers' never provided them the chance to say something on the text they hear. Moreover, the result of the class observation revealed that none of the teachers had been seen giving the chance for their students to react with the idea possessed in the listening text.

Items 19-20 are designed to investigate whether the teachers organized the students to work in group and come to consensus as well as to know if the teachers facilitate conditions for group members to present or report what they discuss to the class as a whole class discussion. Accordingly, the data showed the teacher made better attempts in the process of teaching the stated activities at post listening stage. 4(44.4%) and 5(55.5%) of the teacher respondents claimed that they employed it always and usually respectively.

Concerning student respondents significant number, 108(34.6%) and 119(38.1%) supported their teachers idea respectively but the rest 85(27.2%) of the student respondents disclosed that their teachers provide them to the stated activities only sometimes. Additionally, the observed class room result showed that the teachers

practiced this activity in 17 observation session out of 20. This can shows the vital role teachers could play to improve the effectiveness of teaching listening.

Regarding item 20, 3(33.3%) and 6(66.7%) of the teacher- respondents replied that they held group discussion followed by individual presentation for a whole class discussion always and usually at post- listening stage respectively. As to student- respondents 82(26.3%) and 97(31%) of them respectively agreed with their teachers response that they always and usually provided them with the stated activity. The rest 133(42.7%) student-respondents disagree with their teachers blaming that they only practiced the stated activity sometimes at post- listening stage. Concerning item 21, the majority of the teachers 7(77.8%) said that they always give feedback for their students. And the other small number 2(22.2%) of them replied that they give appropriate feedback usually at post -listening stage. Regarding student-respondents almost half 145(46.4%) and the other 112(36%) agreed with their teachers response respectively. However, the rest small number, 55(17.6%), came with different idea saying that teachers provided them with appropriate feedback only sometimes.

Similarly, the result of class observation revealed that teachers were providing appropriate feedback only at 13(65%) of the observed session which is almost correspond to the frequency measure usually.

4.3.3.1. Discussion on the Current Practice of Teachers at Post-listening Stage

The post listening stage may be where the teachers highlight important functional language that students have been exposed to during the listening stage. For example, using listening as a way to reinforce grammar might be one teaching techniques. In other words, post listening activities are useful for the teachers to identify the areas where students failed to understand or missed parts of the message and take remedial actions Underwood (1989). So the present study uses six items to assess teachers' current practice concerning this stage. For instance, constructing a sentence using new words they learn and formulating different structure from the text they hear. Anderson and Lynch (1988) stated that language learning is an integrative process; all the four conventional skills should be introduced simultaneously. Here, the data collected through questionnaire and class observation result enabled the researcher to say teachers have good provision towards it. The gap to be bridged is only the interval in which they practice in the class. As they perceived it quite useful their implementation must be frequent to familiarize students in integrative language use.

Regarding encouraging students to express their views on the idea reflected in the text (item18), the result of the findings indicates that the teachers totally omitted this activity from post listening stage. Even though Lam (2002) suggested that teachers need to device awareness raising exercises and skill enabling exercises like producing their own texts,

integrating listening with other skills specially with speaking. Moreover, Underwood (1989) explained that the purpose of post-listening activities are to expand language of the listening text and transfer things learned to another context. In addition its natural opportunity leads post-listening activities to speaking or writing.

According to item 19 and 20 which focus on assessing teachers' role in organizing and facilitating cooperative learning in the listening classes, Harmer (2001) considered it as a typical future of communicative language teaching and help students to transfer what they have learned in the class to real life situation in the outside world. As it summarized from the findings, all the English language teachers had been observed applying it with less frequency. However, great differences have been seen between teachers in case of implementation.

From this, teachers did not seem to have given considerable attention to this stated activity. Hence teachers need to revise their method of teaching listening skill and they have to work hard in order to deliver more effective lesson.

Finally item 21 ask if teachers give appropriate feedback to the students referring to a text as necessary. As to Sheerin (1987) and Underwood (1989) giving feedback is more than giving correction. Giving feedback for learners means ensuring that they experience success as often as possible. And the English language teachers' book for grade 10 also suggested this as one of the element of teaching procedures and advices further discussion on students work. As to the findings obtained from the data and class room observation result, the stated item practiced neither effectively nor poorly. That means there is an awareness or provision of giving feedback. The problem revealed is that they sometimes mixed correction with giving feedback. There was no clear understanding between the two for both teachers and students.

Generally, it seems logical to conclude that like the former two stages the post listening stage also needs to get more attention for the effectiveness of teaching listening skill.

4.3.4 Teachers' practice of pedagogical procedures in teaching Listening.

Table 6 Teachers' Responses on the Practice of Pedagogical Procedures Suggested for Teaching- Listening.

No	Items	Specific Response	Teacher response in	
			No	%
8	Do you follow the suggested teaching procedures proposed for presenting the listening lesson	Yes	9	100
		No	-	-
		Total	9	100
9	How often do you follow the suggested procedures	Always	-	-
		Usually	-	-
		Sometimes	9	100
		Rarely	-	-
		Total	9	100

Obviously, pedagogical procedure is among those essential factors which determined the effectiveness of teaching listening skill. As discussed in content analysis section of this study a number of selected teaching listening comprehension procedures are recommended in the Teachers' Guide of Grade 10 English for Ethiopia text book. In connection to this, the researcher has tried to assess the current status of teachers' practice on organizing and implementing those pedagogical procedures proposed for teaching listening comprehension.

According to Table 6 above, all the teachers 9(100%) responded that they follow the suggested procedures for teaching listening section (item 8). Nevertheless, the frequency in which they use it (item 9) is depend on teachers need rather than using it regularly or practicing other teacher adopted procedure as an alternative. Since item 9 revealed that all

the 9(100%) of the respondents employed the procedures only sometimes. That indicated less practice of teacher. Additionally, the class observation revealed that mostly teachers were focusing on making the students answer to comprehension question. They read the text loudly. The students listened to a text and wrote the answer for comprehension question. Then the teacher gave correction. As pointed out by sheerin (1987) and Holmes (2001) this simply add another text to the students experience but contribute a little to improve the effectiveness their listening. The teacher informally raised full utilization of the pedagogical procedures proposed on the Teachers' Guide needs too much time so as to exhaustively apply the procedures on each of the listening sections designed for grade 10, and this has intern diminished their suitability. Brown and Yule (1983) explain that the procedures for organizing and conducting listening activities are one of the factors which play significant role in designing effective listening lesson.

4.4. Teachers Perception Regarding the Practice of Listening Lesson in the Classes

Research Question 4: What is the perception of teacher regarding the practice of listening lesson in the Classes?

To answer this question, the data gathered from teacher by using questionnaire presented on two tables bellow. The first table focus on class room practices and the second table about their perception on pedagogical procedures suggested for teaching listening lesson discussed as follows.

As it can be seen on Table 7 above, item 1 is introducing the listening lesson briefly. Large number 6(66.7%) of the teacher respondents replied that they perceived as it was a quite useful activity. None of them rate it as a very useful activity in delivering pre-listening activities. Concerning item 2, 4(44.4%) of the teachers responded that they perceived setting purpose for each listening activities as quite useful. More than half 5(55.6%) of them replied that the stated item was useful. This findings indicated that most of teachers did not give due attention for the stated pre-listening activities in the class.

Regarding item 3, majority of the teachers 7(77.8%) of them believed that making the instruction clear is very useful for effective teaching of pre-listening stage. It showed the positive attitude teachers have towards the stated item. Concerning item 4, the performance of teachers in teaching key lexical terms before letting a students to listen to a text, 6(66.6%)of them perceived as it was very useful to include in their lesson.

As to item 5 teaching students different techniques to guess a meaning of new words, less than half 4(44.4%) of them perceived that the stated item was quite useful. None of them rated it as a very useful item to hold up in their pre-listening activities. As to item 6 encouraging students to set goal for listening, large number 6(66.7%) and 1 (11.1%) of the teacher respondents said that it was quite useful and useful respectively. Regarding item 7 the teachers' perceived usefulness is very high. 8(88.9%) of them replied that ordering students to read and copy the questions, tables and note out lines before listening to a text were very useful.

4.4.1.1. Discussion on Teachers' Perceived Usefulness on the Practice of Pre-Listening Stage.

As it discussed under the teachers' current practice of pre-listening stage, this stage is the base for the proceeding two stages. Rost (1990) suggested that pre-listening activities

help the learner to find out the aim of the listening and provided the necessary background information. They are helpful to focus learners mind on the topic (p.323).

As it can be seen from Table 7 the perception of teachers' in line with practicing pre listening activities (1,2,5and 6) above, majority of the teacher perceived as quite useful and useful. The result of the findings point out that the English language teachers perceived use fullness had negative impact on the practice of teaching per-listening activities. However karakara (2002) stated that this stage help learners to find out the aim of listening and provide necessary background information. The teachers less frequent practice decreases the students understanding of the listening text. This stage also concerned with demonstration of the important information (Rixon, 1986). Thus, it provided students a lot to improve their listening comprehension skill in different ways; teachers should perceive it positively and practiced it frequently. This way it is possible to fill the gap and enrich students need.

On the other hand, teachers' perception seems positive regarding item 3, 4 and 7. Almost all of them believed as the items are very and quite useful to deliver pre-listening activities. Their practice depicted on table 3 also confirmed that their great practice encourage students to develop their listening comprehension.

4.4.2 Teachers Perception on the practice of While-Listening Stage.

Table 8 Teachers' Responses on the Perceived Usefulness of Teaching Practices at the While- Listening stage.

8	Encourage students to classify what they hear in to meaning full groups (e.g. create semantic maps etc.)	-	-	7	77.7	2	22.3	-	-	-	-	9	100
9	Make students listen to a text more than once	9	100	-	-	-	-	-	-	-	-	9	100
10	Read the text aloud and make the students listen and write the answer for comprehension question	-	-	9	100	-	-	-	-	-	-	9	100
11	Make the students listen to general idea of the text they hear or specific information in the text	-	-	9	100	-	-	-	-	-	-	9	100
12	Make the students listen to the text and identify main points	-	-	-	-	9	100	-	-	-	-	9	100
13	Employing role plays, drama and games into listening session	-	-	7	77.8	2	22.2	-	-	-	-	9	100
14	Bring extra visual materials such as pictures and objects	-	-	7	77.8	2	22.2	-	-	-	-	9	100
15	Make dictations	-	-	2	22.2	6	66.7	1	11.1	-	-	9	100

As depicted on table 8 above, the perception of teachers in encouraging students to classify what they here in to meaningful group (item 8) was different from their actual practice. Here, significant number 7(77.7%) of them perceived as it was quite useful and 2(22.2%) of them replied that it was useful activity to include it in their listening lesson. However, the result of the data on table 4 about their current practice was to the contrary .Regarding item 9 all the 9(100%) of the respondents replied that the stated item is very useful. All of them read the texts more than once.

Regarding to item 10, all the 9 (100%) of the teacher perceived the stated item as a quite useful activity to practice at while- listening stage. None of them perceived it as it was very useful. Item 11, making the students listen to the general idea of the text they hear or specific information in the text, all the 9(100%) reported that they perceived as a quite useful. Teachers have positive attitude toward the stated item. Making the students listen to a text and identify main points (item12), almost all of them perceived as it was useful while- listening activity.

Concerning item 13, which assess teachers' perception about employing role plays, dramas, and games at while listening stage, majority 7(77.8%) of them witnessed that they perceived the stated activity as quite useful. Item 14, using extra visual materials such as pictures and objects to assist their students in effectively attending the listening texts through associating the visual material they see with what they hear, majority 7 (77.8%) of them perceived as it was quite useful and the rest 2 (22.2%) of them perceived as useful while- listening activities to enhance students listening comprehension.

Item 15, dictation is the other while- listening activity which encourages students to ward integrated language use. Regarding this item, 6(66.7%) of the teacher replied that they perceived as quite useful activity to held up while they teach listening sections.

4.4.2.1 Discussion on Teachers Perception on the Practice of While-Listening Stage.

While-listening activities can briefly be described as all tasks that students are asked to do during the time of listening to a text.

Underwood (1989) claimed that as far as listening comprehension concerned, the purpose of while-listening activities are to help learners develop the skill of eliciting message from the spoken language (p.45).

Depending on the role while listening activities are played to improve students listening comprehension skill, Table 8 summarized some findings on teachers' perceived usefulness of these activities. For instance item 8,10,11,13 and 14 were perceived as a quite useful tool by majority of the respondents. This data might have led someone to conclude that teachers have good provision to apply while teaching activities. As to Underwood (1989), while-listening activities help listeners find their way through the listening text and build up on the expectations raised at pre-listening stage. However, table 4 depicted that the teachers disregarded to practice this while-listening stage. The problem was that, teachers attitude toward the activities are not as much as expected from them. So it resulted with poor practice of teachers to help their students and guide them to develop their listening comprehension skill. For these reason, students unable to elicit message from a text they hear effectively. On the other hand, teachers' positive perceptions towards some activities are resulted with their frequent practice in the classes. But it was not fair to give due attention only to a limited activity because it become boring. Underwood (1989) also suggested keeping the while- listening activity short enough and trying to do different types of listening activities or exercises are interesting and foster learners listening comprehension skill. To overcome the revealed problem the concerned body should have to give due attention and work hard to bring a change on teachers perception.

4.4.3 Teachers' Perception on the Practice of Post- Listening Activities

Table 9 Teachers' Responses on the Perceived Usefulness of Teaching practices at the Post-Listening Stage.

No	Questionnaire	Perceived usefulness											
		Very Useful		Quite Useful		Useful		Less Useful		Not Useful		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
16	Make students produce their own sentences using the new word they learn	-	-	7	77.8	2	22.2	-	-	-	-	9	100
17	Teach students to recognize some patterns and formulas as whole (e.g. Chunks, etc)	-	-	5	55.6	4	44.4	-	-	-	-	9	100
18	Let students to express their individual views and opinion on the ideas reflected in the text either supporting or opposing	-	-	6	66.7	3	33.3	-	-	-	-	9	100
19	Helping and directing students to work in their group and come to consensus on the answers	5	55.6	4	44.4	-	-	-	-	-	-	9	100
20	Ask the students to report or express their group discussion turn by turn for whole class discussion	3	33.3	4	44.4	2	22.3	-	-	-	-	9	100
21	Give appropriate feedback for the students in the listening activities referring to a text as necessary	9	100	-		-	-	-	-	-	-	9	100

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As depicted on Table 9 above, item 16 making the students produce their own sentences using the new word they learn, most of the respondents 7 (77.8%) of them replied that they perceived the stated item quite useful for delivering effective teaching at post listening stage. Regarding item 17 5 (55.6%) and 4(44.4%) of the respondents responded that they believed teaching students to recognize patterns and formulas as a whole chunks etc.. was quite use full and use full respectively. None of them rate as a very use full activities to include in their post- listening stage.

Regarding item 19, helping and directing students to work in their group and come to consensus, 5(55.6) and 4 (44.4%) of them reported the item was very useful and quite useful. The data showed majority of the teachers had given high values for this specific item. As to item 18 6(66.6) and 3(33.3%) of the teacher respondents replied that they perceived the stated item quite useful and useful to incorporate in their post- listening stage.

Item 20, giving turns for the students to present what they discuss in group, 4(44.4%) and 2(22%) of them replied that they believed it as quite useful and useful activities respectively. Item 21, giving appropriate feedback for the students on the listening activities referring to a text where necessary, all the 9(100%) teachers respondents believed that it was very useful activity to held up in their post-listening activity.

4.4.3.1 Discussion on Teachers' Perception on the Practice of Post-Listening Stage.

The post listening stage comprises all the activities which are carried out after listening is completed some of this listening activities could be the extension of the pre and while listening stage while some may related only to the listening text itself Underwood (1989). In line with this, Table 9 summarized how teachers perceived the activities under taken at post-listening stage

As to item 17 and 18 significant number of the teacher perceived the stated item quite useful. This implies that there is a gap to be filled concerning the teachers' perception. Thus, the activities will have missed from the listening lesson if they were not perceived as a very useful tool to hold up in their post- listening stage.

Karakas (2002) point out that post listening activities offer students opportunity to connect what they have learn to their own ideas, experience and encourage interactive and critical listening and reflective thinking. In relation to this idea, the perception of teachers' on item 19 and 20 seems positive on average. It implies that there were exerting the effort they had to encourage students to take part in post- listening activities are fair, from the vital role they play to develop students comprehension skill it is possible to say that a lot were expected for maximum success of the learners.

At the end item 21 about the appropriate feedback given by the teacher, all of them showed their agreement by rating the item as a very useful activity. In the same manner, Under wood (1989) stated that the post listening activities are useful for the teachers to identify the areas where students failed to understood and give remedial actions (p.74). Despite the fact that current practice of teachers presented on Table 5 item 21 and classroom observation result point out less implementation of them in giving appropriate feedback, their perceived usefulness is seems positive. So the gap to be filled is not concerned to perception rather practice need due attention.

4.4.4 Teachers' Perception on Pedagogical procedures Suggested for Teaching Listening- Section.

Table 10 Teachers' Responses on their Perception of Pedagogical Procedures Suggested for Teaching-Listening Sections.

No	Item	Specific response	Teacher's response in	
			No	%
10	Do you think that the suggested procedures are suitable for teaching listening sections in the class room?	Yes	9	100
		No	-	-
		Total	9	100
11	To what extent are the procedures suitable?	Very suitable	-	-
		Quite suitable	-	-
		Suitable	9	100
		Less suitable	-	-
12	To what extent do you think teaching listening skill is important for the students	Total	9	100
		Very important	1	11.1
		Quite important	-	-
		Important	8	88.9
		Less important	-	-
		Total	9	100

Regarding item 10 Table 10 above, all the teacher respondents were react positively, replaying that it was suitable. The problem here is the degree in which they perceived this suitability of the proposed procedures. Item 11, all the 9(100%) respondents perceived that it was not very or quite suitable but simply suitable. The results of this findings pointed out that teachers have doubt on the appropriateness of suggested procedures.

Item 12 asked the significance of teaching listening skill for the students. This question forwarded to rate its level of importance. All most all the teacher respondents 8(88.9%) simply supported its significance while only 1(11.1%) of them rated it to be a very important component of language teaching practices. Verdergrift (1999) confirmed that, this day the importance of listening comprehension in process of learning a foreign language has been emphasized in various models and theory of foreign language. Anderson and Lynch (1988) also suggested that listening skill is a key for successful learning (P.65).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMENDATION

5.1. Summary.

English language is used as a medium of instruction in Ethiopian secondary schools. Even though it has prominent position in Ethiopian secondary school, most of the students are not competent in using the language. Teshome (2001) confirmed that the English language competence of students is unsatisfactory as compared to their level of education. This is great lose for students. Thus, at these level students are expected to understand different kinds of lectures given by their subject teacher, discuss within the group or pair and other academic discourses. Therefore, the study was intended to investigate grade 10 English language teachers perception and their current practice in line with teaching listening skill and the appropriateness of the listening text incorporated in their English language course book.

The study addressed the following questions:

1. To what extent is the text appropriate to the student's level of understanding?
2. To what extent do teachers teach listening comprehension using listening texts and activities prepared for listening lesson?
3. How much do teachers practice listening comprehension through the suggested procedures for teaching listening comprehension?
4. What is the perception of teachers regarding teaching listening lessons in the classes?

To answer these basic questions, three high schools Mettu, Abdi Bori and Alge high schools which are found in Ilu Aba Bor zone were purposively selected. From these high schools, 9 grade 10 English language teachers were selected as a sample using availability sampling techniques. Regarding students participation out o f 1,581 grade 10

students in the three high schools 20% (316) of them were selected using random sampling technique (lottery method) as they were in the same class and curriculum.

To gather the necessary data questionnaire containing 34 and 28 items were administered to the sample teachers and students respectively. Besides this, content analysis was conducted to check whether the listening text is appropriate or not in line with the pedagogical procedure suggested for teaching listening skill, students need and level of understanding.

In addition, observation was carried out to see the availability of expected teaching procedure, various activities and to cross check the response secured from the respondents through questionnaires.

Accordingly, the responses obtained from both sample teachers and students through close-ended items of the questionnaires were tabulated and analyzed manually. Farther more, the data collected through open-ended items of the questionnaire, content analysis and observation were incorporated to substantiate the data from close-ended questionnaire. At the last, after analyzing and interpreting the data the conclusion has been arrived.

Listening comprehension has long been regarded as an essential element of language proficiency as a communication and language learning skill. Findings of recent research (e.g. Dunkle, 1991; Feyten, 1991) have demonstrated the significant role of linguistic input in language learning and proposed the primacy of listening comprehension in instructional methods. However, its development needs a considerable effort. Teachers' perception and their practice of teaching listening comprehension play great role for effectiveness of teaching listening comprehension.

Certainly, the effectiveness of teaching listening skill has an impact on the students' performance. First it enables students to emphasize on listening skill and application of various listening strategies and categorizes language input they receive. Being competent also helps them to careers where foreign languages function as a medium of instruction. As a result, effective listening becomes one of the determinants of students' success or failure (Taron & Yule, 1989).

However, this study was revealed that less attention given to the listening skill by the teacher has negative impact on their practice of listening skill in the classes and some activities are neglected depending on teachers need. For this reason, the extent to which the listening texts, activities and suggested procedures are relevant and adequate enough needs farther investigation.

5.2. Conclusion

On the basis of the major findings of this study the following conclusions have been made.

- As it can be seen from the content analysis, the listening texts incorporated in English language text book are almost appropriate. Most of the components of the text book which have been assessed using the parameters on the check list fit the criteria. On the other hand, there is an essential activity which has been missed from the content. Example, dictation which enables students to practice integrative language use specially writing is missed.
- Regardless of the importance of listening skill there are no essential equipments (e.g. videos, tape recordings, TV etc) which allow teachers to present the language input in different context.
- There is lack of motivation and commitment on the part of teachers to make teaching learning process effective.
- Even though the teachers had used the listening texts and activities included in the course book, they were very selective i.e. most of them only used half of the incorporated listening text in their course book and omitted the rest.
- The teachers' book provides the teacher with techniques and method of handling listening classes. However the teachers were not seen applying them appropriately in the class.
- Even though the listening texts incorporated pre-, while- and post-listening activities, the teachers omitted the pre-listening activity where the ground laid for the majority of while-listening activities or the post- listening activities which help them to associate listening with the other language skill.
- Even if the English teachers give feedback for the learners, it was not exercised as assumed. According to scholars feedback is much better than giving correction. However result of the findings showed that teachers were sometimes mixing together feedback and correction.
- Not all the participant teachers perceived that teaching listening comprehension using some activities and the suggested procedures for teaching listening were very or quite useful. Consequently, their implementations were varied and less than what is expected of teacher.

5.3 Recommendation

Based on the findings of the study the following recommendations have been forwarded.

- The material designer should give attention to the essential equipments which support the teacher to make the context authentic listening e.g. videos, tape recordings and other visual aids like pictures and objects. Because they make learning easier and interesting rather than bored with teachers frequent loud reading.
- School Administrators, Department heads and Supervisors should take the responsibility to organize professional development programs. These bodies should pay attention to the appropriate implementation of teaching learning process in general and teaching listening in particular.
- Teachers on their part should exert maximum effort to prepare materials that best suit their students. They should take time and prepare thoroughly before they come to class to teach listening. Specially make sure that they included pre, while and post listening activities in the lesson
- Teachers should be aware of concept and use of extended activity when the listening is over.
- The procedures employed to teach listening skill should be clearly put under the introduction section of teachers' book with brief explanation to enable teachers exercise it effectively.
- Teachers' perception and why they fail to practice listening lesson effectively needs further investigation.

Finally, this study find out that teachers perceived use fullness of teaching listening activities were less than the expected rate (i.e. majority of the teachers claimed that they perceived as useful but none of them claimed as very useful activity).Their classroom practice need improvements as it lack continuity and commitment in improving students' listening comprehension. The researcher believes that no claim of comprehensiveness is made here. As a result, farther research should be carried out to replicate the findings why the teacher failed to execute effective teaching through the prescribed pedagogical procedures for teaching the listening section. Attention should be given to deliver teaching listening properly to improve students listening skill.

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Appendix A
Jimma University

College of Social Science and Humanity

Department of foreign Language and Literature

Checklist for analyzing the content of Listening texts and activities

No	List of Items	Yes	No
1	The listening text form part of general oral work (e.g. Dialogues, role plays, conversation etc.)		
2	The input source of the text is live, recorded, authentic or specially constructed passage.		
3	The listening texts are set in meaningful contexts.		
4	There are video recorded materials and they have good sound quality, speed of delivery, accent and authenticity.		
5	The listening texts are followed by different kinds of activities (eg. comprehension questions, extracting information, writing summaries, completing tables, etc.)		
6	The activities have purposes for listening that approximate authentic real-life listening.		
7	The input and the tasks are closely related to the micro skills that listening comprehension involves.		
8	Visual supports are provided to make the listening text and tasks easier for the learners.		
9	There are suggested procedures for teaching, pre, while and post listening stages.		
10	The listening materials are selected and designed by considering the needs of the students.		

(Adapted from Richard's 1985; Rost 1990; Cunnings, Worth 1995)

Appendix B

Content Map for the Listening Sections in the English for Ethiopia Grade 10 Course book.

Unit	Unit topic	Listening text topic	Text type	Input source	Listening activity type	Listening skill practiced	No. of exercise
One	Sport and Fitness	Derartu Tulu	Passage	Loud reading	Answer Wh questions	Listen for specific information	1
		A great player	Passage	Loud reading	Answer Wh questions	Listen for specific information	1
		Keeping fit	Passage	Loud reading	Note taking	Listen to identify gist	2
Two	Health First Aid	Watch the baby	Passage	Loud reading	Retelling story	Listening for general idea	1
		A nose bleed	Passage	Loud reading	Sentence completion	Listen for specific information	1
		Accident at home	Passage	Loud reading	Comprehension	Listen to understand	1
		What would you do?	Passage	Loud reading	Filling blanks	Listen for specific information	2
Three	I Like Reading	Talking about stories	Passage	Loud reading	Comprehension	Listen to understand	1
		Ben and the Devil	Passage	Loud reading	Comprehension	Listen to understand	1
		Pronunciation practice	Sentence	Loud reading	Writing a word	Listen to key words	1
Four	Moral Education and personal responsibilities	The story of an orphan	Passage	Loud reading	Jot down the main problem	Listen for specific information	1
Five	Advertizing	Match the products	Passage	Loud reading	Matching	Listen to understand	1
		Successful advertisement	Passage	Loud reading	Note talking	Listen for gist	2

Appendix B

Six	Drags	Daniels' story	Passage	Loud reading	Note talking	Listen for gist	1
Seven	Natural disasters	Flood in Bangladesh	Passage	Loud reading	Comprehension	Listen to understand	1
Eight	Education	Education in Ethiopia Where is it going?	Passage	Loud reading	Rescored the main facts	Listen for specific information	1
Nine	Seas and rivers	The rift valley lakes	Passage	Loud reading	Comprehension	Listen for specific information	1
		Lost at Sea	Passage	Loud reading	Retelling story	Listen for gist	1
Ten	Energy	Different forms of energy	Passage	Loud reading	Complete pie-chart	Listen for specific information	2
Eleven	Applications for jobs or college	What do employers expect	Passage	Loud reading	Choice , vocabulary	Listen for specific information	1
		Letters of applications	Question	Loud reading	Comprehension	Listen for specific information	1
		A poem					
Twelve	Births, weddings and funerals	Weddings	Passage	Loud reading	Table completion	Listen for specific information	2
		Two grandmothers remember	Dialogue	Loud reading	Table completion	Listen for specific information	1

Appendix C
Jimma University
College of Social Science and Humanity
Department of Foreign Language and Literature
Teachers' Questionnaire

Dear teachers,

The objective of this questionnaire is to gather information about the effectiveness of teaching listening skill in your English class. The information is needed for MA thesis. Thus, your cooperation in providing the needed information plays a vital role for the success of the intended research.

You are therefore kindly requested to read each item carefully and give your genuine responses to the questionnaires on the bases of the given instruction. You are not required to write your name.

Thank you

Part I. General Information

Please read the following item which deal with the use and usefulness of the teacher's book and circle the correct alternative in order to indicate your practice and beliefs.

1. What kinds of listening materials are you using this academic year? You can circle more than one.
 - a) Text book with audio tapes and videos
 - b) Text without audio tapes and videos
 - c) Text book with video only
 - d) Teacher-produced materials

2. Do you teach the listening sections included in the text book?
a) Yes b) No
 3. How often do you teach the listening sections of the text book
a) Always b) usually c) Sometimes d) Rarely
 4. Are you currently teaching listening skill by integrating with other skills, especially with speaking skill?
a) Yes b) No
 5. Would you think that the listening texts consider the background of the students and have relevance with their real life situation?
a) Yes b) No
 6. Does the listening text prepared for grade 10 match with the students' level of understanding?
a) Yes b) No
 7. If your answer for question number 6 is no, please write your reason below.
-
-

8. Do you follow the suggested procedures proposed for presenting the listening lesson?
a) Yes b) No
 9. If you answer for question number 8 is yes, how often do you follow them?
a) Always b) Usually c) Sometimes d) Rarely
 10. Do you think the suggested teaching procedures are suitable for presenting the listening lessons in your classes?
a) Yes b) No
 11. If your answer for question number 10 is yes, to what extent are they suitable?
a) Very suitable b) Quite suitable c) Suitable d) Less suitable
 12. If your answer for question number 10 is no, please write the other alternative you use.
-
-

13. To what extent do you think teaching listening skill is important for the students?
a) Very important b) Quite important c) Important d) Less important

8	I encourage my students to classify what they hear in to meaning full group (e.g. create semantic maps)								
9	I have my students listen to a text more than once.								
10	I read the text aloud and make the students listen and write the answer for comprehension questions.								
11	I make the students listen for general ideas of the text they hear or specific information given in the text.								
12	I make the students listen to the text and identify the main points.								
13	I employ role plays, drama and games in listening lessons.								
14	I bring extra visual materials such as picture and objects.								
15	I do a dictation activities								
16	I ask my students to produce their own sentences using the new words they learn.								
17	I teach my students to recognize some patterns and formulas a whole chunks, such as “how are you”								
18	I let the students express their individual views and opinions on the ideas reflected in the text either supporting or opposing.								
19	I help and direct the students to work in their group and come to consensus on the answers.								
20	I ask the students to report or express their group decisions turn by turn for whole class discussion.								
21	I give appropriate feedback for the students in the listening activities referring to a text as necessary.								

A. Yes

B. No

6. Do you think the listening text included in your text book is appropriate for your level of understanding?

A. Yes

B. No

7. If your answer for question number 6 is No, explain your reason bellow.

Part II: Please read the following statements and responds it by ticking (√) one response.

Your teacher current practice: 5. Always 4. Usually 3.Sometimes 2.Rarely 1.Never

No	Items	Current practice				
		5	4	3	2	1
1	The teacher introduces the listening text and activities briefly					
2	The teacher sets purpose for each listening activities					
3	The teacher makes the instruction clear for us					
4	The teacher teaches key lexical items before we listen to a text					
5	The teacher teaches us different techniques for guessing the meanings of unknown words.					
6	The teacher encourages the students to set goal and objectives for our listening.					
7	The teacher orders us to copy the questions, tables, and note outlines before listening.					

Part II

8	The teacher encourages us to classify what we hear in to meaning full group (e.g. create semantic maps)					
9	The teacher reads the text for us more than once.					
10	The teacher reads the text aloud and makes us listen and write the answer for comprehension questions.					
11	The teacher makes us to listen for general ideas of the text they hear and specific information given in the text.					
12	The teacher makes us listen to the text and identify the main points.					
13	The teacher employs role plays, drama and games in listening lessons.					
14	The teacher brings extra visual materials such as picture and objects.					
15	The teacher does a dictation activities					
16	The teacher orders us to produce our own sentences using the new words we learn.					
17	The teacher teaches us to recognize some patterns and formulas a whole chunks, such as “how are you”					
18	The teacher lets us express our individual views and opinions on the ideas reflected in the text either supporting or opposing.					
19	The teacher helps and directs us to work in their group and come to consensus on the answers.					
20	The teacher asks the students to report or express their group decisions turn by turn for class discussion.					
21	The teacher gives appropriate feedback for us in the listening activities referring to a text as necessary.					

Appendix E

Jimma University

College of Social Science and Humanity

Department of Foreign Language and Literature

Observation Checklist

School name _____
Date of observation _____
Section _____
Topic of the lesson _____
Teachers code _____

No	Item	Yes	No
1	The teacher introduces the listening texts briefly.		
2	The teacher sets purpose for each listening activities.		
3	The teacher makes the instructions clear for the students.		
4	The teacher teaches key lexical items before they listen to a text		
5	The teacher orders the students to copy the questions, tables and note out lines.		
6	The teacher reads the text for the students more than ones.		
8	The teacher make the students listen to general idea of the text they hear or specific information in the text		
9	The teacher read the text aloud and make the students listen and write the answer for comprehension question		

10	The teacher uses visual materials such as pictures and objects		
11	The teacher make dictations to students		
12	The teacher encourages students to construct their own sentences using the new word they learn		
13	The teacher help and direct students to work in their group and come to consensus on the answers of comprehension questions		
14	The teacher ask students to express their individual views and opinion on the ideas reflected in the text either support or oppose		
15	The teacher give appropriate feedback for the students on each of the listening activities		

Appendix F

Class Observation Results on Teaching Practices at pre-, while- and post- Listening Stages

No	Questionnaires	Observation Result														Total	
		CO1		CO2		CO3		CO4		Total Frequency							
										Yes		No					
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	%	No	%	No.	%
1	The teacher introduce the listening text briefly	1	4	3	2	2	3	4	2	10	50	10	50	20	100		
2	The teacher set purpose for each listening text and activities	2	3	1	4	1	4	2	3	6	30	14	70	20	100		
3	The teacher make the instruction clear for the students	3	2	2	3	2	3	3	2	10	50	10	50	20	100		
4	The teacher teach key lexical items before listen to a text	3	2	4	1	3	2	4	1	15	75	5	25	20	100		
5	The teacher order students to read and copy the questions, tables and note outlines before listening to the text	5	0	5	0	4	1	4	1	18	90	2	10	20	100		
6	The teacher reads the listening text more than once	5	0	5	0	5	0	5	0	20	100	0	0	20	100		

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8	The teacher make the students listen to general idea of the text they hear or specific information in the text	4	1	3	2	5	0	3	2	15	75	5	25	20	100
9	The teacher read the text aloud and make the students listen and write the answer for comprehension question	3	2	4	1	4	1	4	1	15	75	5	25	20	100
10	The teacher uses visual materials such as pictures and objects	0	5	0	5	0	5	0	5	0	0	20	100	20	100
11	The teacher make dictations to students	0	5	0	5	3	2	2	3	5	25	15	75	20	100
12	The teacher encourages students to construct their own sentences using the new word they learn	1	4	1	4	2	3	2	3	6	30	14	70	20	100
13	The teacher help and direct students to work in their group and come to consensus on the answers of comprehension questions	5	0	4	1	3	2	5	0	17	85	3	15	20	100
14	The teacher ask students to express their individual views and opinion on the ideas reflected in the text either support or oppose	0	5	0	5	0	5	0	5	0	0	20	100	20	100
15	The teacher give appropriate feedback for the students on each of the listening activities	4	1	3	2	4	1	2	3	13	65	7	35	20	100

Appendix G

Students' questionnaire into Afan Oromo

Kabajamtoota barattootaa:

Kaayyoon gaafannoo kanaa hubannoo fi gocha barsiisonni Afaan Ingilizii keessanii qabiyyee dhaggeeffachuu barsiisuu irratti qabanu ilaalchisee odeeffannoo sassaabuudha. Odeeffannichi kan barbaadamu qorannoo sadarkaa digrii 2^{ffaa}f qophaa'uufi. Odeeffannoo barbaadamu kennuun keessan ammoo milkaa'ina qorannichaatiif ga'ee ol aanaa qaba.

Kanaafuu, gaafannoo siniif dhi'aate qajeelama kenname irratti hundaa'uun amanamummaan yaada haqa qabeessa ta'e akka naa kennitanin kabajaan gaafadha.

Galatoomaa

Kutaa I. Odeeffannoo waliigalaa

Qajeelfama: Gaaffiilee armaan gadiitiif filannoowwan dhi'aatan itti maruun deebii keessan kennaa.

1. Barsiisaan keessan qabiyyee dhaggeeffachuu barsiisuuf meeshaa akkamiitti fayyadama? Tokkoo ol filachuun ni danda'ama.
 - a. Kitaabaa barataa, kaasseetaa fi viidiyoo
 - b. Kitaaba barataa kaasseetaa fi viidiyoo malee
 - c. Kitaaba barataa fi viidiyoo qofa
 - d. Meeshaalee barsiisotaan qophaa'an
2. Barsiisaan kee qabiyyee dhaggeeffachuu kitaabiilee barattootaa keessaa ni barsiisaa?
A. Eeyyee B. Lakki
3. Barsiisaan kee qabiyyee dhaggeeffachuu hammam barsiisa?
A. Yeroo hunda B. Yeroo mara C. Al tokko tokko D. Muraasa
4. Barsiisaan kee dandeettii dhaggeeffachuu dandeettiwwan afaanii birootti hidhuun ni barsiisaa?
A. Eeyyee B. Lakki
5. Qabiyyeewwan dhaggeeffachuu kitaaba barataa keessaa haala guddina keetii fi jireenya kee qabatamaadhaan walitti dhufeenya qabuu?
A. Eeyyee B. Lakki
6. Qabiyyeen dhaggeeffachuu kitaaba barataa keessaa dandeettii hubannaa keetiin wal madaalaa?
A. Eeyyee B. Lakki
7. Gaaffii 6^{ffaa} dhaaf deebiin kee lakki yoo ta'e yaadakee gabaabinaan ibsi.

Kutaa II: Himoota armaan gadii dubbisuudhaan deebii kee al tokko qofa mallattoo
(√)

kaa'uun agarsiisi.

Gochaa barsiisaa keetii kan yeroo ammaa

5 .Yeroo hunda 4. Yeroo mara 3. Al tokko tokko 1. Muraasa

T/L	Gocha	Gocha yeroo ammaa				
		5	4	3	2	1
1	Barsiisaan gochaa fi qabiyyee dhaggeeffchuu sirriitti ni ibsa					
2	Barsiisaan gocha dhimma dhaggeeffachuu sirriitti ni kaa'a					
3	Barsiisaan qajeelfama sirrii ta'e nuuf kenna					
4	Barsiisaan bakkawwan furtuu ta'an dursee nuu barsiisa					
5	Barsiisaan tooftaawwan garaa garaa jechoota haaraa ittiin barru nuu barsiisu					
6	Barsiisaan waan dhageenyeef odeeffannoo arganne akka walitti finuuf nu jajjabeessa					
7	Barsiisaan waan dhageenye hiika qabeessa akka goonuuf nu jajjabeessa.(Fkn maappiin agarsiisuu)					
8	Barsiisaan keenya kaayyoo fi galma dhaggeeffachuu akka kaa'nnu nu jajjabeessu.					
9	Barsiisaan keenya barumsa dura gaaffiiwwa, gabateewwanii fi yaadannoo dhaggeeffachuu akka garagalfannu nu ajaja.					
10	Barsiisaan keenya waan barreeffame si'a tokkoo ol nuu dubbisu.					
11	Barsiisaan keenya barreeffama sagalee ol kaasee nuu dubbisuun gaaffiileef deebii akka barreessinu nu taasisa.					

12	Barsiisaan keenya yaada waliigalaa akka dhaggeeffannu nu taasisa.					
13	Barsiisaan keenya barreeffama dubbifame dhaggeeffannee qabxiilee ijoo akka ibsinu nu taasisa.					
14	Barsiisaan keenya odeeffannoo gadi fagoo barreeffama akka dhageennu nu taasisa.					
15	Barsiisaan keenya mala gahee taphachuu, diraamaa fi taphoota adda addaa ni fayyadama.					
16	Barsiisaan keenyaa fakkiidhaa fi wantota ijaan ilaallu dbalataan nuu fida.					
17	Barssisaan keenya gocha dhaggeeffannee barreessuu nuu kenna.					
18	Barsiisaan keenya waan dhageenye jecha ofii keenyaan akka barreessinu nu taasisa.					
19	Barsiisaan keenya waan dhaggeeffannee deggaruun ykn mormuun yaada keenya akka ibsinu nu taasisa.					
20	Barsiisaan keenya gareedhaan hojachuun gara yaada tokkootti akka dhufnu nu qajeecha.					
21	Barsiisaan keenya dhaggeeffachuu irratti duub-debii nuu kenna.					

