

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 Current Practice of Teaching Listening Skills at Bilo Preparatory School: Grade 11 in Focus, East Wollega, Oromia.

By
Shiferaw Keno Tolessa

A Thesis Submitted to the Department of English language and literature: in Partial Fulfillment of the Requirements for Master of Arts in TEFL

Advisors: Demis G/Tsadik (Assistant professor)
Demelash Mengistu (Ph.D.)

August, 2018

Jimma, Ethiopia

An Investigation of Current Practice of Teaching Listening Skills at Bilo Preparatory School: Grade 11 in Focus, East Wollega, Oromia.

**By
Shiferaw keno Tolessa**

A Thesis Submitted to the Department of English language and literature: in Partial Fulfillment of the Requirements for Master of Arts in TEFL

**Advisors: Demis G/Tsadik (Assistant professor)
Demelash Mengistu (Ph.D.)**

**Department of English Language and Literature
College of Social Sciences and Humanities
Jimma University**

August, 2018

Jimma

Declaration, Confirmation, Approval and Evaluation

Theses Title: An Investigation of Current Practice of Teaching Listening Skills at Bilo Preparatory School: Grade 11 in focus.

Declaration

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

Shiferaw Keno

Name

Signature

Date

Confirmation and approval

This thesis has been submitted for examination with my approval as a thesis advisor.

Principal Advisor

Name

signature

date

Co –advisor

Name

Signature

Date

Thesis Evaluators:

Principal Advisor

Signature

Date

Co- Advisor

Signature

Date

External Examiner

Signature

Date

Internal Examiner

Signature

Date

Chair person

Signature

Date

Acknowledgements

I have to first and foremost thank God, the Lord of Lords, for giving me the strength to cross all the difficulties I faced when I did this study.

I am deeply grateful for the extensive guidance of Demis G/Tsadik (Assistant professor) my principal advisor, and Demelash Mengistu (PH. D) my co- advisor. They provided feedback that was both valuable and timely, and were encouraging, patient and professional.

Finally, I profoundly indebted to Bilo preparatory school directors, English Language Teachers and students who provided materials for the work, and participated in data gathering.

Table of content

Contents	page
Acknowledgements.....	i
Table of content	ii
List of Tables	V
Abstract.....	VI
CHAPTER ONE: INTRODUCTION.....	1
1.1. Background of the study.....	1
1.2. Statement of the Problem.....	2
1.3. Research Questions	3
1.4. Objectives of the Study.....	4
1.4.1. General Objective	4
1.4.2. Specific Objectives	4
1.5. Significance of the study	4
1.6. Limitation of the study	4
1. 7. Scope of the study.....	5
1. 8. Operational definition	5
CHAPTER TWO: LITERATURE REVIEW.....	6
2.1. Introduction.....	6
2.2. Approaches to learning and teaching listening	6
2.2.1. Listening within an environmentalist approach.....	6
2. 2.2. Listening within an innatist approach	7
2.2.3. Listening within an interactionist approach.....	8
2.2.4. Teaching listening within a communicative competence framework.....	10

2.2.4.1. Discourse competence	10
2.2.4.2. Linguistic competence	11
2.2.4.3. Pragmatic competence	11
2.2.4.4. Intercultural competence.....	11
2.2.4.5. Strategic competence	12
2.3. Suggested tasks for building up students’ listening proficiency.....	12
2.3.1. Pre-listening Activities.....	12
2.3.2. While-listening activities	13
2.3.3. Post-listening activities	13
2.4. The role of the Teacher in Supporting Listening with Understanding	15
2.4.1. Planning for listening and choosing appropriate texts and tasks	15
2.4.2. Providing support and varying the learning context.....	15
CHAPTER THREE: METHODOLOGY	17
3.1. Introduction.....	17
3.2. Research design	17
3.3. Research population.....	17
3.4. Sample size and Sampling Techniques.....	17
3.5. Research Instruments	18
3.5.1. Observation.....	18
3.5.2. Questionnaires.....	18
3.5.3. Interview	19
3.6. Data collecting procedure	19
3.7. Data Analysis	19
CHAPTER FOUR: FINDINGS AND DISCUSSION.....	20
4.1. Findings.....	20

4.1.1. Data Obtained From Classroom Observation	20
4.1.1.1. Analysis of First Round Observation.....	22
4.1.1.2. Analysis of Second Round Observation	22
4.1.1.3. Analysis of Third Round Observation.....	23
4.1.1.4. Discussion of classroom observation Results.....	23
4.1.2. Data Obtained from Students’ and Teachers’ Questionnaire	26
4.2. Discussion of the Data	31
4.2.1. Discussion on Pre-listening stage	31
4.2.2. Discussion on the While- listening Stage	34
4.2.3. Discussion on the Post-listening Stage	37
4.1.3. Data Obtained from Teachers’ Interview	39
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	44
5.1. Summary	44
5.2. Conclusions.....	45
5.3 Recommendation	46
References.....	47
Appendix A.....	52
Appendix B.....	54
Appendix C.....	57
Appendix D.....	60

Table of content

List of Tables

	Page
Table 1: Teachers' background.....	20
Table2: Summary of classroom observation.....	21
Table3: Students' opinion on learning of listening skill.....	27
Table4: Pre-listening analysis of students' and teachers' responses.....	28
Table5: While-listening analysis of students' and teachers' responses.....	32
Table6: Post-listening analysis of students' and teachers' responses.....	35
Table7: Summary of interview questions.....	40

Abstract

This study was conducted with the objective of investigating the current practice of teaching listening skills with the research question to what extent do EFL teachers implement the procedures and techniques proposed in the textbook to teach listening skills at Bilo preparatory school, how frequently teachers teach activities of listening skills, and What position is given to teaching and learning of listening skills in relation to teaching other language skills. The study was conducted on grade 11 Bilo preparatory school students. In this study, survey design was used. Three English language teachers and sixty sampled students were subjects of the study. In order to answer research questions, data were collected using classroom observation, questionnaires and interview. The teachers were observed three times each when they were teaching listening to see how they were implementing the procedures and techniques of teaching listening skills. They were also asked how frequently they use the activities of teaching listening skills found in the textbook. The information gathered through questionnaires from the teachers and from the students was checked against each other. Then, responses from them and the findings of the classroom observations were analyzed quantitatively. The findings showed that teachers rarely implement the techniques proposed in the course book and suggested by scholars of English Language Teaching. Finally, based on the findings, it was recommended that teachers should implement procedures and techniques of teaching listening skills proposed in the text book. In addition, teachers should frequently follow the procedures of teaching listening skills. The material writers should also revise the texts and activities prepared for teaching listening to make them engaging and interesting.

Key words: current practice, listening, language acquisition

CHAPTER ONE: INTRODUCTION

1.1. Background of the study

Listening is one of the basic language skills that should be paid attention by the learners and teachers in carrying out the teaching and learning process especially in EFL classroom. Listening has been acknowledged as a primary vehicle for language learning and teaching (Jordans, 2006). Language acquisition depends on listening, for it provides the aural input that can be used as the foundation for all aspects of language development and enables learners to engage in spoken interaction (Rost, 2001, Richards, 2008). The skill of listening plays a critical role in language learning, providing the input needed to develop other language skills (Feyten, 1991; Krashen, 1985; Vandergrift & Tafaghodtari, 2010).

In the past (before the emergence of CLT), second language listening had not been given equal attention to other language skills (Jordans, 2006). Currently, Bouziri (2014), states that, in the modern methods of second language teaching, listening skill is ignored and dominated by speaking skill. As skill, the productive skills like speaking and writing have become the standard of the knowledge of the second language. Listening and reading have been turned to be the secondary once. It is believed that these would be mastered by the learners automatically. Once, it was regarded as a passive activity in language learning, rarely seen as the worth of serious research or pedagogical attention. Although listening skill plays important role in language learning, it remains the least researched and understood of all four language skills (Rost, 2002). However, listening instruction has a pedagogic plan that focuses on the following four goals: improving learners' comprehension of spoken language, increasing the quality of learners' intake from spoken input, developing learners' strategies for better understanding of spoken discourse, or engendering a more active participation in face to face communication (Rost, 2002).

In our case, Ethiopia, most students are not living in a target language community where there is unlimited access to native speakers' speech through personal contact, radio and TV. Due to this fact, the teaching of listening skills may be more difficult, and that is why teachers need to give students much listening materials on the tape or video. English language is the medium of instruction at preparatory and higher commission levels of education across the country. As it is

a medium of instruction to these levels, it demands competence in listening which plays a vital role in students' achievement in other fields of studies. Therefore, effective listening becomes one of the determining factors for students' success or failure (Belilew Molla and Girma Gezahign, 2015).

Students of Bilo preparatory school, which is found in East Wollega, are expected to understand what they listen to in all subjects they learn in English language. However, the contribution of school environment and teaching-learning process for the teaching of listening skills are under question.

1.2. Statement of the Problem

In many language learning classrooms, listening often receives the least attention from both teachers and instructional materials (Vandergrift and Goh, 2012). Even when listening is the lesson focus, the accompanying activities usually test listening skills by stressing outcomes rather than providing guidance on development (Vandergrift and Tafaghodtari, 2010). According to Kavaliavskiene (2008), over the past years, the view of teaching listening and listening instructions has not been changed in many schools. In terms of research, skills of listening have been neglected and shifted to a secondary position. Researchers tended to do more research in to reading, writing and speaking rather than listening. They often considered that listening was something which could be picked up easily and saw little need for developing specific research agenda or approaches to teaching listening. As a result, listening remains very under researched. However, according to Miller, (2003) more than forty percent of our daily communication is spent on listening, thirty percent on speaking, about sixteen percent on reading, and only nine percent on writing. Yet, listening remains one of the least understood processes in language learning despite the recognition of the critical role it plays in both in communication and in language acquisition (Morley, 1991).

Some other locally conducted studies indicate similar ideas. Geleta (2014), Mulugeta (2014), and Taye (2015) who studied the practice of listening stage in teaching of listening, the effects of motivation in listening classes, and the practice of listening in EFL classes respectively are some of the local studies on the area of teaching listening skills. According to Gelata's finding, the practice of listening stages in EFL classroom is not as suggested in pedagogy of teaching listening. Mulugeta (2014) stated that students' intrinsic motivation is accounted for by their

perception of the relevance of the skill, the tasks and texts to their needs in the academic settings. As Taye's finding, the practice of teaching listening in EFL classes is not as suggested in English language teaching pedagogy. Depending on this the researcher investigated current practice of teaching listening skills at the area he is working.

As far as the researcher concerned, no research has been conducted on current practice of teaching listening skills at Bilo preparatory school. The researcher is familiar to the selected school because he has been teaching English language in there for nine years. From the researcher's view point, students of Bilo preparatory school have difficulty to understand English spoken language. English language teachers as well as some other subject teachers of the school are complaining about the low performance of their students' listening skills. They are pointing that their students' weakness and inactive in listening and in note taking either from teachers or from TV plasma. However, according to Ur, (1996) students may encounter listening difficulty due to problems related to listening texts or problems related to listening tasks and /or problems related to their expectation on the listening text. Students' poor performance motivated the researcher to see the practice of teaching listening at grade 11 where listening is taught as a skill in English Language Teaching (ELT) classes and more importantly he wants to see what is applied to improve students' listening skill. So the researcher wanted to identify what makes students poor in note taking and in listening; how the skill of listening is taught. These were issues initiate the researcher to conduct this study.

On the other hand, by the study year (2010), Bilo preparatory school was the school considered for E-learning program by ministry of education. Therefore, both teachers and students of Bilo preparatory school are needed to familiarize with this technology of teaching-learning process. Eventually, they are going to communicate with the internet; and thus, listening and understanding to English spoken language is strongly expected from them. This was also another issue initiate the researcher to conduct study on current practice of teaching listening skills at Bilo preparatory school.

1.3. Research Questions

The following basic research questions were forwarded to conduct the study:

1. To what extent do EFL teachers implement the procedures and techniques proposed in the text book to teach listening skills at Bilo preparatory school?

2. How frequently teachers teach activities of listening skills?
3. What position is given to the teaching of listening skills in relation to teaching other language skills?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective for this study was to investigate the current practice of teaching and learning listening skills at Bilo preparatory school.

1.4.2. Specific Objectives

The specific objectives for this study were:

1. To observe if teachers teaching practice fit with procedures and techniques recommended in the textbook for teaching listening skills.
2. To identify the extent at which teachers follow techniques and principles of teaching listening skills.
3. To show the overall practice of teaching and learning listening skills at Bilo preparatory school.

1.5. Significance of the study

This study is important for English language teachers to aware students' learning listening skills. It also informs language teachers to teach listening skills. Moreover, it may help other researchers as a reference and as a benchmark who are going to conduct study on the area of teaching listening skills. Additionally, material developers may use the findings and results of this study as an input in Curriculum designing. They can get a copy of it from the school library.

1.6. Limitation of the study

The study might have the following limitations:

This study was conducted in a rural area preparatory school Bilo, East Wolegga, Oromia. As the school is remote, the accessibility of advanced and current references or reviews might be the drawbacks of the study. Moreover, it focused on only one school and one grade level. It may cause a problem to generalize.

1. 7. Scope of the study

The study was concerned to students of academic year 2010 at Bilo preparatory school. It is the only preparatory school found in the area. The study focused on teaching listening of grade 11. The teaching of listening skills of grade 12 was not included because they were preparing themselves for University Entrance Examination (UEE). It also focused on current practice of teaching listening skills, not on the teaching of other language skills.

1. 8. Operational definition

These terms are defined according to their use in the study:

1. Language acquisition: any language that has been picking up in subconscious process (krashen, 2002)
2. Listening: the ability to identify and understand what others are saying (Thomlison, 1984).
3. Listening comprehension: a complex interactive process in which listeners are involved in dynamic construction of meaning (Rost, 2002).
4. Current practice: teaching and learning events happening nowadays.

Acronyms

L2: Second Language.

ESL: English as a Second Language.

EFL: English as a Foreign Language.

UEE: University Entrance Examination.

CLT: Communicative Language Teaching

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

This chapter provides a critical review and analysis of the literature related to the study-*an investigation of current practice of teaching listening skills in preparatory school*. The literature review of this study is going to illustrate how listening, the all-to-often neglected skill, has gained status of significant and central importance in language learning and teaching over the last decades. It focuses on reviewing the changing patterns that have taken place in the learning of listening. It describes how changes have provided the basis for a communicative approach to teaching of listening. Moreover, it shows how this skill can be integrated in a communicative competence framework that allows learners to increase their overall communicative competence in L2. Finally, it deals with possible stages or procedures of teaching listening skill-that language teachers should have to follow, and suggested useful tasks or activities of teaching listening skills. Hence, the related literature regarding to the practice of teaching listening skill is explained in this chapter to provide grounding related to the research questions of the study.

2.2. Approaches to learning and teaching listening

Advances in language learning over the past decades have led to significant change in how listening is viewed. Therefore, in order to farther the understanding of trends in learning and teaching listening, the roll of this skill within the environmentalist, the innatist and the interactionist language learning approaches (Uso-jaun and Martinez-flor, 2006 a) is briefly explained.

2.2.1. Listening within an environmentalist approach

According to Uso-Juan and Martinez-Flor's, (2006) up to the end of 1960s, the status of listening comprehension in language learning and teaching was one of neglected and, like the reading skill. Listening was viewed as a passive process with no role in language learning. This assumption stemmed from the environmentalist approach to language learning, which considered that learning a language was a mechanical process based on a stimulus-response pattern (Us0-Juan and Martinez-Flor 2006). In such an approach, learners' stimulus consisted in hearing L2 spoken words and the response involved identifying and organizing those words into sentences. Thus, Listeners' main role was simply based on the recognition and discrimination of sounds rather than the understanding of what they listening to (Brown 1990).

These environmentalist considerations about learning to listen resulted in the Audio-lingual teaching methodology. This instructional approach emphasized the practice of listening by engaging learners in a series of exercises that focused on pronunciation drills, memorization of prefabricated patterns and imitation of dialogues (Jordens,2006).The emphasize was, therefore, placed on the purely linguistic level, in which learners were taught to listen to single words and short phrases spoken in isolation.

The purpose of training learners through these structured oral-aural drills was that it helped them to improve their hearing habits (Rost 2001, Flowerdew and Miller 2005). However, the higher level cognitive aspects involved in listening were not taken into account under this teaching methodology (Morley 2001). This task was the focus of the study in the subsequent years, in which attention was paid to the importance of learners' mental processes during the act of listening comprehension.

2. 2.2. Listening within an innatist approach

According to Uso-Juan and Martinez-Flor's, (2006), by the late 1960s, the status of listening changed from being considered just a merely mechanical process of habit formation to a more dynamic and mentalistic process. The main influence of such a shift came from Chomsky's (1957, 1965) innatist views, which stated that children possess an innate ability that allows them to face the complex task of language learning. Within such a view (and together with the discipline of psycholinguistics which attempted to test Chomsky's innatist theory) special emphasis was given to the mental and cognitive process involved in the comprehension act. Comprehension was, therefore, a necessary step for language learning and listening was viewed as the primary channel by which access could be gained to L2 input, while in turn serving as the trigger for acquisition (Peterson 2001; Rost 2001). As a result of this primacy of listening, listeners' role also changed from merely recognizing sounds to actively participating in the comprehension process through the use of mental strategies that were necessary for them to understand what they were listen to. Consequently, it was assumed that for listening comprehension to take place, the primary condition was to understand language rather than simply repeat, imitate and memorize it (Rost 1990).

The mentalistic aspects underlying this innatist view to learning to listen were adopted by a series of educators who developed teaching methodologies based on what Rost (2002) has called *initial listening or listening first* (i.e., listening should be the first aspect to be tackled in the language classroom). These instructional approaches highlighted the explicit role of listening as a critical element for language learning and claimed that reception should precede production (Peterson 2001). The main proponent of such was Asher (1969), who proposed the pedagogical system Total Physical Response. This approach was based on the belief that once learners had been exposed to an extended period of listening (i.e., consisting of the instructor's verbal commands) and had been able to understand this spoken language through non-verbal actions, they could be ready for oral practice. Other scholars in the early 1970s also developed a series of classroom teaching methodologies considering that learning a language was most effectively if the focus on production was introduced after listening to and understanding it (Postovsky 1974; Nord1975; Winitz and Reeds 1975). These teaching practices consisted in exposing learners to large amounts of input together with semantic decoding practice and simple selection tasks (Rost 1990). Similarly, some years later Krashen and Terrell (1983) developed the Natural Approach, which set a natural order of language acquisition by making learners listen to the language first and then involving them in a production phase next.

As can be derived from this innatist view by the late 1960s and early 1970s listening was seen as the promoter of language learning. However, relevant aspects such as the interactive nature of listening, the role that contextual factors play while listening were not taken into account. The consideration of how these factors affect listening comprehension was gradually become more important in the following years.

2.2.3. Listening within an interactionist approach

Uso-Juan and Martinez-Flor(2006), states that by the late 1970s, the role of listening assumed greater importance due to significant shifts in a variety of research fields that shaped the interactionist approach to language learning. These changes were characterized by adopting an interactive, social and contextualized perspective to the language learning process. Under such an approach, it was claimed that listening should focus on a whole piece of discourse rather than listening to single words, or short phrases spoken in isolation. Thus, listeners' role changed from merely paying attention to the formal structures being heard toward listening for content and meaning (Rost 2001). In fact, qualities that had been previously neglected during the listening

comprehension process, such as meaningful intent and communicative function, were now paramount aspects of the listening act. This new conception of listening was termed *purposeful listening*, since, as claimed by Brown (1990:147), ‘‘in normal life we have reasons for listening, and interests and purposes which our listening serves.’’

The significant advances being made within the discipline of cognitive psychology played an important role in gaining a better understanding of the particular processes involved in the listening comprehension act. This discipline, in line with psycholinguistics, paid attention to the mental processes involved in the listening event. However, a more dynamic and interactive process of meaning creation during the listening event was now emphasized under two main views of comprehension (Peterson 2001). On the one hand, the *information processing* view of listening claimed that comprehension of a given message only occurred when it was internally reproduced in the learners’ mind. Such a view included two comprehension models:

1. The Perception, Parsing and Utilization model (Anderson 1985),
2. The Identify, Search, Fill and Use model (Brown 1995), which followed a sequential order of input, perception, recognition and understanding stages (Lynch 1998). On the other hand, the *constructivist* view of listening emphasized the fact that listeners did not merely receive and process meaning, but rather constructed such meaning according to their own purposes for listening as well as their own prior knowledge. As can be seen, therefore, both the information processing and constructivist views of listening highlighted the complex nature of the listening act as well as listeners’ active participation in it (Peterson 2001). Additionally, the influence of listeners’ prior background knowledge in the listening comprehension act was also considered. This aspect was indeed the key feature of the schema theory developed during the 1980s.

The schema theory proposed by Rumelhart (1980), which was of paramount importance in reading comprehension, was also extended to the listening skill. This theory involves the collection of prior knowledge (i.e., *schemata*) and experience that is stored in listeners’ memory and assists the process of comprehension. Schemata can be of two types: *content schemata* and *formal schemata* (Lynch and Mendelsohn 2002). The former includes topic familiarity, cultural knowledge and previous experience with a particular field. Thus, if listeners are familiar with the given topic they are listening to, their content schemata can be activated and, consequently, comprehension becomes much easier. The latter, formal schemata, involves knowledge about discourse forms, rhetorical conventions as well as the structural organization of different text

types, such as an academic lecture. Again, if listeners are familiar with the particular type of text or genre they are going to listen to, comprehension will take place far more easily. The importance of having knowledge of both types of schemata is, therefore, essential since it can to a great extent facilitate listeners' comprehension process. As a result of all previous assumptions underlying an interactionist view of learning to listen, the trend in language teaching has been to adopt a Task-Based or interactive approach to listening (Morley 2001; Flowerdew and Miller 2005). In both types of teaching methodologies the learning goal focuses on processing spoken discourse for functional purposes and learners become active listeners who are expected to use language selectively to perform tasks which focus on meaning rather than on form.

As can be implied from interactionist view, since the 1980s, listening has been considered as a primary vehicle for language learning, achieving a status of significant and central importance in both language learning and language teaching fields (Morley 2001; Rost 2001). It has been acknowledged that listening is a complex, social and interactive process in which "the listener is actively engaged in constructing meaning from a variety of contexts and input sources" (Vandergrift 1999, cited in carrier 2003:384). Given all these aspects listening can be viewed as a communicative event in which listeners need to be taught a variety of communicative competencies that would allow them to behave appropriately in a given situation. The importance of integrating listening within a communicative competence framework is as follows.

2.2.4. Teaching listening within a communicative competence framework

In the 1970s, and under the influential work of Hymes (1971-1972, significant changes in L2 language teaching took place. In contrast to Chomsky's (1965) view of language as a mere formal system governed a series of rules, Hymes (1971-1972) argued the need pay attention to language in social practice. Thus, he introduced the term communicative competence, which incorporated not only internal aspects of the language, such as its grammar, but also the rules of language use in social context as well as the sociolinguistic norms (Peter Jordens, 2006).

2.2.4.1. Discourse competence

It involves knowledge of discourse features such as markers, coherence and cohesion as well as formal schemata in relation to the particular purpose and situational context of the spoken text (Peter Jordens, 2006).

2.2.4.2. Linguistic competence

Linguistic competence includes all the elements of the linguistic system such as aspects concerning grammar, phonology and vocabulary (Celce-Murcia and Olshtain 2000). Knowledge of these features set at the bottom level of the listening process is necessary for listeners to decode a given spoken text. On the one hand, listeners' grammatical knowledge enables them to apply the rules of morphology and syntax to recognize the inflections on words as well as understand whether the sentences being heard are cohesively and coherently well formed. On the other hand mastery of the phonological system is also fundamental in the listening comprehension process, since listeners need to know not only how words are segmented into various sounds, but must also understand aspects such as rhythm, stress, intonation, feature detection or metrical segmentation (Rost, 2002). In fact, Lynch and Mendelsohn (2002; 194) point out that one of the unique features of listening includes "the presence of a rich prosody (stress, intonation, rhythm, loudness and more), which is absent from the written language." Additionally, knowledge of the lexicon or vocabulary is an essential part of listeners' linguistic competence; since it is the means to recognize the words that are heard within a whole piece of spoken discourse (Rost, 2002).

As can be implied from the description of this component mastery of the language system is inherently related to discourse competence since listeners' deficiencies in any of these linguistic-related aspects (i.e. grammar, phonology or vocabulary) may cause them problems when trying to understand the meaning of spoken text at the discourse level (Peter Jordens, 2006).

2.2.4.3. Pragmatic competence

Pragmatic competence involves understanding of the function or illocutionary force of a spoken utterance in a given situation, as well as the socio-pragmatic factors necessary to recognize not just what that utterance says, in linguistic terms, but also what it is meant by it. Thus, in order to interpret the speaker's actual intended meaning when producing a particular utterance, listeners need to be aware of the situational and participant variables as well as politeness issues implied in such utterance (Peter Jordens, 2006).

2.2.4.4. Intercultural competence

Intercultural competence implies having knowledge of both cultural and non-verbal communicative factors in order to appropriately interpret a given spoken text. The presence of

cultural references is something inherent in any piece of discourse. Thus, listeners' background knowledge of those cultural aspects will help them construct meaning as well as acknowledge differences between their own culture and that of the target language so that possible misunderstandings can be avoided (Peter Jordens, 2006).

2.2.4.5. Strategic competence

The last component, strategic competence, has been added to the above mentioned components since it has been regarded as one of the most important competencies for developing the listening skill (Scarcella and Oxford 1992). This competence involves the mastery of both communication and learning strategies that will allow listeners to successfully construct meaning from oral input. Thus, knowledge of different learning strategies, which have been classified as cognitive, meta-cognitive and socio-affective (O'Malley and Chamot 1990), and the ability to use them effectively has been considered of particular importance in L 2 listening.

2.3. Suggested tasks for building up students' listening proficiency

Listening activities in general should consist of some well structured stages. These are pre-listening, while-listening and post listening stages (Rixon, 1986; Underwood, 1989; Yagang, 1993).

2.3.1. Pre-listening Activities

In real-life situations, it is rare that people listen to something without certain background information. Therefore, when asking students to do listening practice, teachers had better provide related information, which will facilitate students' listening comprehension. Pre-listening activities serve this purpose. They help to set the context, generate students' interest, and activate students' current background knowledge on the topic. Concerning this Lindsay and Knight (2006:49) state that the pre-listening activities should aid learners by focusing their attention on the topic, activating any knowledge they have about the topic, and making it clear to the learners what they have to do while they listen. Brown (2006) suggests that a pre-listening task should consist of two parts. Students should be provided with an opportunity to learn vocabulary or sentence structures used in the listening material and a chance to activate their prior knowledge. Some suggested pre-listening activities are listed as follows (Brown, 2006):

1. Looking at a list of items before listening.
2. Reading the text before listening.

3. Reading through comprehension checks, questions or completion activities.
4. Predicting/speculating-useful with high achievers.
5. Previewing new words (Less than ten words).
6. Using advance organizers-pictures, charts, films or comprehension questions.
7. Give a clear and definite purpose for listening each time.
 - A. Listen for main ideas.
 - B. Listen for details.
 - C. Listen and make inference
8. Group/pair discussion about the topic.

2.3.2. While-listening activities

While-listening activities are usually designed to help learners develop the skill of eliciting messages from spoken language. The following while-listening activities are suggested by Lindsay, and Knight,(2006:52) .

1. Cloze exercises (supplying words).
2. Dictation.
3. Taking note.
4. Filling gaps with missing words.
5. Map activities.
6. Choosing the correct picture from a description.
7. Sequencing pictures.
8. Identifying numbers or letters.
9. Carrying out actions.
10. Following a route.
11. Arranging items in patterns.
12. Completing grids, forms and charts.
13. True-false or multiple choice questions.

2.3.3. Post-listening activities

Post-listening activities can consolidate what has been heard through reading and writing, which are more self paced and reflective activities (Roxin 1986, Underwood 1989 and Turner, 1995). Therefore, post-listening activities can be used to check comprehension. The comprehension

check is either related to pre-listening activities such as predicting, or extends the topic and help students remember new vocabulary. Underwood (1989:74-75) discusses that the purpose of post-listening activities are to:

- (A) Check whether the learners have understood what they need to understand and whether they have completed the while-listening tasks effectively;
- (B) Reflect on why some students have failed to understand or missed parts of the *message*;
- (C) Give students the opportunity to consider the attitude and manner of the speakers in the listening text;
- (D) Expand on the topic or language of the listening text, and perhaps transfer things learned to another context.

With regard to the types of post-listening activities (Atkins et, al.1995; Lindsay and Knight, 2006; and Yagang, 1993) have cited the following:

1. Problem solving and decision making.
2. Interpreting.
3. Role playing/Simulation.
4. Studying new grammatical structures.
5. Group or pair discussion.
6. Paired reading.
7. Practicing pronunciation.
8. Put items in the correct order.
9. Relate what they heard with their own experience.
10. Summary writing.
11. Shadowing (word-for –word repetition).
12. Comprehension checks etc.

In order to choose suitable activities for these three teaching listening stages, it is necessary to consider major factors such as the following (Heregewein, 2003:34).

- (A) The time available.
- (B) The material available.
- (C) The ability of the class.
- (D) The interests of the class.
- (E) The place where the work is being carried out and ,

(F) The nature and content of the listening text itself.

2.4. The role of the Teacher in Supporting Listening with Understanding

It requires patience, imagination and skill to create conducive environment for learners to develop confidence in listening. The teacher's role in this respect is very important. With regard to teacher's role in supporting listening, Bruin fit et.al.1996:172 and Vandergrift 1999: have stated the following.

2.4.1. Planning for listening and choosing appropriate texts and tasks

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

To promote effective teaching of listening, the teacher needs to develop an awareness of the listening demands and purposes of different text types and tasks. At the same time the teacher needs to widen his/her range of the types of spoken text used to develop listening as well as the type of listening skills practiced. The type of text chosen for teaching listening plays a significant role. Therefore, the teacher's choice of text can be influenced by the student's maturity, language level and interests; the specific language and listening he/she wishes to provide and the degree to which listening is integrated into general language learning.

The teacher needs to develop a feeling for the kind of task which fits a certain text type. These could be listening for gist , listening for specific information , predicting, inferring attitude and working out meaning from context .It is equally important to be aware of the level f difficulty of task types .listening to label a picture, for example, is easier than completing a matrix ,sequencing statements or selecting the best summary of a story (Bumfit et.al1996).

2.4.2. Providing support and varying the learning context

A teacher can give support by telling the learner what their listening focus should be before they listen to a text and by other pre-listening orientation activities which arouse interest and introduce key language items or concepts. In addition, it is important that teachers provide young learners with as much visual support as necessary (Brumfit et.al 1996). In addition to what is stated, a teacher should provide students with appropriate instructions before the task and feedback after the task (Rost, 1990:171).

Creativity is the other quality that a teacher needs. If there is few published materials available – to provide variety ,the teacher can record materials on the cassette him/ herself varying the sex and age of the speakers recorded .Another advantage the teacher made material is that it can be modified to students’ experiences or interests (Brunfit et.al 1996 and Turner1995). Grant (1987) strengthens this view by saying “There are many occasions when teachers will find it necessary or desirable to ‘adapt, replace, omit or add’ while using a textbook.”

CHAPTER THREE: METHODOLOGY

3.1. Introduction

This chapter explains on the methodology, which covers research design, research population, sample size and sampling techniques, research instruments, data collecting procedures, as well as the data analysis methods.

3.2. Research design

“A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure” (Kothari 2004:31). Therefore, in order to answer the research questions of this study, survey research design was implemented. In survey research design, the information is collected through asking questions and observation Kothari (2004).

3.3. Research population

The population for this study was all students of grade 11 at Bilo preparatory school and all English language teachers of the school in 2010. The target school was the only preparatory school of the district and the school at which the researcher is teaching.

3.4. Sample size and Sampling Techniques

In the academic year of 2010, there were five sections of grade 11 (A-F) and three English language teachers at Bilo preparatory school. For this study, the three English language teachers were observed three times each when the lesson was teaching listening skills, and they were also interviewed. Because they were the only language teachers found at Bilo preparatory school. By the year 2010, there were 301 total students of grade 11 at Bilo preparatory school. It is time consuming to gather information from all of them and impossible to analyze data from all of them. In order to manage distribution, gathering and analyzing, systematic random sampling technique was used for questionnaires. Thus, the names of 301 students were alphabetically arranged from A-Z. In order to get the first interval to start, the researcher used lottery method for the first five students and as a matter of chance number one (1) became the first student to be selected. It was like 1, 6, 11, 16 ...etc and then the 5th interval was sampled up to the end. Then the researcher obtained 20% of the population, 60 students, who were responded the questionnaire. To ensure the obtained data, questionnaires were also responded by those three EFL teachers.

3.5. Research Instruments

The study was conducted by using three data gathering instruments namely observation, questionnaire and interview. This triangulation (the using of three tools) provided ample opportunity for the researcher to get appropriate finding or result due cross checking. The data gathering tools (the classroom observation checklist, the questionnaires and the interview questions) were designed or developed based on what scholars in ELT such as Cunningsworth (1995) and Harmer (2001) advocate in teaching listening. Each tool was commented by the researcher's friends who were attending their second Degree in Teaching English as a Foreign Language (TEFL) and the researcher's advisor. Their comments helped the researcher to make the necessary changes.

3.5.1. Observation

In order to answer, the first research question (RQ1), the researcher used observation (the main tool). As the study was to investigate current practice of teaching listening skills in real EFL classroom, the researcher used twenty (20) items or procedures of teaching listening skills as evaluative criterion (check list). The criteria are depending on the stages of teaching listening skills (pre-listening 1-10, while-listening 11-12, and post-listening 13-20) which are performed by EFL teachers (Atkins, 1995 and Taye, 2008). The teachers were observed three times each as indicated in appendix A.

3.5.2. Questionnaires

On the other hand, to answer research question two (RQ2), the researcher used a set of closed ended twenty-seven (27) questionnaires. The researcher classified them into three; 1-10 for pre-listening, 11-18 for while listening, and 19-27 for post-listening.

The questionnaires were prepared for both sampled students and the three English language teachers. The items are kinds of activities that teachers use during teaching listening skills as indicated in appendix B and C.

3.5.3. Interview

In order to answer research question number three (RQ3), a set of open ended structured interview, consists of 7 (seven) questions were designed to elicit specific answers from the respondents. Hence, the data were compared and contrasted in order to shape responses to the researcher's perceptions as indicated in appendix D.

3.6. Data collecting procedure

The data through observation were collected by listing specific activities or behaviors (developed items) to be observed. This was in grade 11 at English lesson when it was teaching listening skills. The three English language teachers were observed three times. The prepared checklist was completed by the researcher under the category of yes/no while the lesson was going on. Hence the observer (researcher) was non-participant. The data by questionnaire was collected by distributing questionnaires to the sampled twenty percent of the students and to the three English language teachers. Then they completed and returned it to the researcher after spending forty minutes on it. On the other hand, interview data were collected by using tape recorder while the interviewee was responding to the interview questions.

3.7. Data Analysis

The data through observation for research question one (RQ1) was analyzed by description of events through comparing what is going on during teaching listening skills. However, the data through questionnaire for (RQ2) was analyzed by using descriptive statistics which is percentage. The data collected for (RQ3) through interview was analyzed qualitatively. The interview was recorded and then interpreted. The responses were analyzed, in which the results and discussions were used to make a generalization which represents the whole population. So the data were analyzed qualitatively and quantitatively.

CHAPTER FOUR: FINDINGS AND DISCUSSION

4.1. Findings

4.1.1. Data Obtained From Classroom Observation

Observation was the instrument proposed to investigate the current practice of teaching and learning listening skills at the selected preparatory school, Bilo. The background of the three English language teachers of the school who were observed is shown in the following table.

Table1. Teachers' Background

Teachers	Gender	Qualification	Experience they have on TEFL	Experience they have on teaching at preparatory
Teacher1	Male	MA in TEFL	23 years	3
Teacher2	Male	MA in TEFL	7 years	7
Teacher3	Male	BA in English	23 years	4

From this table, it can be said that 66.6% of the teachers are qualified for the level preparatory school. However, the research question, "to what extent do EFL teachers implement the procedures and techniques proposed in the course book for teaching listening skills at Bilo preparatory school" was answered by observation of specific activities that should have to be performed in a real classroom. It is obvious that in all language teaching methods-from grammar translation method up to current trends of language teaching (CLT), teaching listening skill is theoretically the area emphasized.

Nevertheless, the activities the researcher used were aimed to evaluate whether the three English language teachers are using them or not. They are 20 (twenty) items –ten of them (1-10) are the pre-listening activities, two of them (11-12) are the while-activities and the rest eight of them (13-20) are the post- listening activities. The three teachers were observed three times each-by 1st round observation (1stRCO), 2nd round observation (2ndRCO), and 3rd round observation (3rd RCO).

Table 2. Summary of Classroom Observation

Checklist items		1 st RCO		2 nd RCO		3 rd RCO		Total Frequency				Total
		Yes	No	Yes	No	Yes	No	NO	%	NO	%	
No	Listening activities											
1	The teacher introduces and discusses the topic	3	-	2	1	3	-	8	88.9	1	11.1	9
2	The teacher asks a few general and a few specific Questions	1	2	3	-	2	1	6	66.7	3	33.3	9
3	The teacher draws students' attention to any visual supports (e.g. a chart, a picture)	-	3	-	3	-	3	-	-	9	100	9
4	The teacher helps the students to predict what idea they are going to listen to.	1	2	2	1	2	1	5	55.6	4	44.4	9
5	The teacher teaches some words used in the Listening text.	3	-	3	-	3	-	9	100	-	-	9
6	The teacher gives clear instruction about the while-listening activity	2	1	3	-	3	-	8	88.9	1	11.1	9
7	The teacher gives a list items to look at it.	-	3	-	3	-	3	-	-	9	100	9
8	The teacher helps students to go through a comprehension check, question or completion activities	1	2	2	1	-	3	3	33.3	6	66.7	9
9	The teacher sets purposes for each listening activities (for main ideas, for detail and for interfaces)	1	2	2	1	1	2	4	44.4	5	55.6	9
10	The teacher makes or checks students are relaxed /get ready/		3	-	3	1	2	1	11.1	8	88.9	9
11	The teacher reads the task loudly-in chunks if Necessary	1	2	2	1	-	3	3	33.3	6	66.7	9
12	The teacher engages the students to do the while-listening activity	2	1	3	-	3	-	7	77.7	2	22.3	9
13	The teacher lets students in group discussion	-	3	-	3	-	3	-	-	9	100	9
14	The teacher lets students in pair reading	-	3	-	3	-	3	-	-	9	100	9
15	The teacher moves from group to group to check students are using English	-	3	-	3	-	3	-	-	9	100	9
16	The teacher engages the students to write a summary of an activity	1	2	-	3	-	3	1	11.1	8	88.9	9
17	The teacher engages students in role-play activity	-	3	-	3	-	3	-	-	9	100	9
18	The teacher lets SS to express their individual view or opinion on the ideas reflected in the text either supporting or opposing listening activity	-	3	-	3	-	3	-	-	9	100	9
19	The teacher asks comprehension questions to check the achievement of the intended learning out come	3	-	2	1	3	-	8	88.9	1	11.1	9
20	The teacher gives appropriate feedback on the students work in the listening activity	1	2	2	1	3	-	6	66.7	3	33.3	9

(Adapted from Atkins, 1995 and Taye , 2008).

4.1.1.1. Analysis of First Round Observation

During first round observation the three teachers introduced and discussed the topic and only one teacher asked a few general and a few specific questions. None of the teacher used any visual support to obtain students' attention. Concerning about item number four , Only one of the teachers helped the students to predict what ideas they were going to listen to. The three teachers taught some meanings of new words. But the words were unlimited in number. However, two of the teachers gave clear instructions about the while listening activities. At the first round observation none of the teacher gave a list of items to look at it. To the next item, only one of the teachers helped students to go through a comprehension check, question or completion activities, and set purposes for each listening tasks. Three of them didn't make students were relaxed /get ready/. To the item eleven, which is the while listening activity, only one teacher read the task loudly and only one teacher engaged the students to do the while listening activities.

In post-listening activities, concerning items 13-15 none of the three teachers was let students in group discussion, pair reading, and moved from group to group to check students were using English. To item 16, only one teacher engaged the students to write a summary of an activity. However, none of the teacher engaged students in role-play activity and let students to express their individual view or opinion on the ideas reflected in the text either supporting or opposing listening activity. But three of the teachers asked comprehension questions to check the achievement of the intended learning outcome, and only one of them gave appropriate feedback on the students work in the listening activity.

4.1.1.2. Analysis of Second Round Observation

In the second round observation, two of the teachers discussed and introduced the topic of the listening, and three of them asked a few general and a few specific questions. To item three any of the teachers didn't use any visual support. In case of item 4, two of the teachers helped students to predict what idea they were going to listen to. Three of the teachers taught some new words gave clear instructions about the while listening activity. However, any of them didn't give a list of items to look at it. To items 8 and 9 two of the teachers helped students to go through a comprehension check, questions or completion activities, and set purposes for each listening activities respectively; also none of the teacher made students relaxed. With regard to

items 11 and 12, two of the teachers read the task loudly (one read in chunks), and three of them engaged the students to the while-listening activities.

During the second round observation, the post- listening activities items 13-18 were not performed by any of the teachers. But item 19 was performed by two of the teachers and they gave feedback on the students work.

4.1.1.3. Analysis of Third Round Observation

In the third and the last observation, all the three teachers introduced and discussed the topic of the listening activity. To the second item, two of the teachers were ask a few general and a few specific questions. However, none of the teacher was used any visual support to gain students' attention. Two of the teachers helped their students to predict what ideas they were going to listen to. With regard to items 5 and 6 the three teachers performed the teaching of some new words and gave clear instructions about the while-listening activities. To the item 7, none of the teacher gave a list of items to look at it. In item 8, again none of the teacher helped their students to go through a comprehension check, question or completion activities. In item 9 and 10, only one teacher set purposes for each listening activities (for main ideas, for details and for inferences), and made his students relaxed /get ready/.

In item 11, the while-listening activity, none of the teacher read the task loudly. But in the item 12, the three teachers engaged their students to do the while-listening activity. However, in the post-listening activities, items 13-18 were not performed by any of the teacher. In the case of items 19 and 20 the three teachers asked a comprehension questions to check the achievement of the intended learning outcome, and gave appropriate feedback on the students work.

4.1.1.4. Discussion of classroom observation Results

According to Lindsay and Knight (2006), pre-listening activities help learners by bringing their attention to the topic, activating background knowledge of the learners and telling them what is required of them when they are exposed to the actual listening. As pointed in the observation item number one, all of the teachers introduced the listening text and activities before listening starts. From this, it might be possible to say introducing the listening text and activities are frequently performed during the teaching of listening.

Setting purpose for the listening activities before the listening begins is crucial to bring effective listening in the classroom. On this point, some teachers reacted that they sometimes set purpose at the pre-listening stage. Lindsay and Knight (2006) stated that teachers should make sure that students understand why they are doing a certain listening activity.

Teaching key words and phrases that make the listening difficult to understand is helpful Gower et.al (1995). Therefore, the teacher is expected to pre-teach some words that might create problem to understand listening text. Although teachers know this activity, the data gathered through observation depicted that they usually employ the activity. But, the failure of the teaching of the key words/phrases before listening affects students understanding.

According to Ur (1984), listening to a text requires listeners' prediction and making inference. If a listener can make a guess about the thing that is going to be said, he/she will understand it well. So, students should be given ample chances to predict what they are going to hear before they listen. It could be done by activating any knowledge they may have of the topic or situation. The data from the teachers' response and the findings of the classroom observations show that the teachers apply this technique sometimes. Before they are going to listen to a given text, students should be copy questions, tables and other activities. The data gathered through observation reveal that this activity was rarely implemented in the most of observation sessions.

According to Brumfit et.al (1996) and Taye (2008), while listening stage is the stage where students are required to listen and match words with pictures, listen and match words with the same or opposite meaning and listen and match items expressing relationships of cause and effect in a story or description of process.

At post- listening stage, learners are asked to discuss their answers and opinions in pairs/groups. In this stage, listening activities often move on from listening practice to practicing other language skills (Rixon 1986, Lindsay 2006, Taye, 2008).

The classroom observations show that teachers rarely engage students in some listen and follow activities such as drawing pictures, showing the location of a place on a map, etc. Although the teacher respondents say that they handle the activity in listening classes, what is seen during the classroom observation is different. The teachers, for example, were not always engaging students

in this kind of activities. However, these kinds of activities according to Brumfit et.al (1996), involve the children listening to a description, and drawing a picture of what they hear. For example, the children could draw shapes in the correct position and color them in according to instructions given by the teacher.

According to Ur (1984), commands which are followed by immediate teacher feedback, provide good practice and are motivating students. Similarly, Brumfit et al (1996), explain that this activity provides a meaningful context for reinforcing lexical item. On this point, the teacher respondents replied that they rarely implement listen and respond physically t activity. Findings from the observation sessions and responses from teachers show that this activity is practiced rarely. As a result, students may not be benefited what the activity brings to the individual and to the whole class as well. However, the data gathered through observation show that the teachers were not frequently engaging their students to discuss in group or compare and complete their notes with partner. But helping students to be in pairs/groups and discuss the difficulties they encounter while they are listening to a text can minimize students listening difficulties.

According to Lindsay and Knight (2006), students should be asked to speak about the issues mentioned in the listening text. Post-listening activities can consolidate what has been heard through writing, which is more self paced and reflective activity (Turner 1995). In this case, teachers can provide a range of tasks suited to the level of competence of the students. The data gathered through interviews and classroom observation show that the teacher rarely gave writing activities in listening lessons. From this fact, it might be concluded that the teachers could not integrate listening with writing skills. Up on their performance, students want to get feedback for what they tried to do in the classroom. The feedback as much as possible should be positive (Sheerin 1987). In this study, with regard to the appropriateness of feedback, the data from teachers' classroom observation reveal that the teachers rarely give appropriate feedback upon the students' work. According to Ur (1984), the teaching value of listening exercise is increased if there is immediate teachers' feedback on the students' performance.

Generally, Underwood (1989: 74-75), stated that the purposes of post listening activities are to:
.Check whether the learners have understood what they need to understand and whether they have completed the while listening tasks effectively;

- . Reflect on why some students have failed to understand or missed parts of the message;
- . Give students the opportunity to consider the attitude and manner of the speakers in the listening text and expand on the topic or language of the listening text, and perhaps transfer things learned to another context.

Regarding with the types of post -listening activities (Atkins et.al 1995; Lindsay and Knight, 2006; Yagang 1993; and Taye 2008) have cited the following:

- Problem solving and decision making
- interpreting
- role play /Simulation
- studying new grammatical structures
- practicing pronunciation
- put items in the correct order
- relate what they heard with their own experience etc.

Generally, teachers of Bilo preparatory school have missed and jumped some basic procedures and steps that enhance the teaching of listening at pre- listening, while-listening and post-litening stages. For instance, they didn't use any visual support which motivates students to the coming listening activity and help the teacher to gain students' attention.

4.1.2. Data Obtained from Students' and Teachers' Questionnaire

Questionnaire was the second instrument used to investigate current practice of teaching listening skills at Bilo preparatory school-grade 11 in focus by the year 2010. In order to answer research question two (RQ2), specific activities were completed by 60 sampled students (24 male and 36 female). The researcher used teacher and student respondent and then the responses were checked against each other. Before students were going to respond the activities that should have to be performed in teaching or learning of listening, the researcher set an introductory questions

to obtain respondents' opinion on the teaching or learning of listening skill as indicated in the table below

Table3: Students' Opinion on Learning of Listening Skill.

No	Introductory questions	Skill	No of respondents	Total	%
1	Which language skill do you like most in your language learning?	L	6	60	10
		S	8	60	13.3
		R	10	60	16.6
		W	10	60	16.6
		G	15	60	25
		V	11	60	18.3
2	Which language skill do you learn more when you are learning English language?	L	4	60	6.6
		S	7	60	11.6
		R	12	60	20
		W	9	60	15
		G	16	60	26.6
		V	12	60	20
3	What percent of your class time do you spend on learning the skill of listening per year in relation to learning speaking, reading, and writing?	Less than 25	48	60	80
		25	12	60	20
		More than 25	-	60	-

Key: L=Listening R=Reading S=Speaking W=Writing G=Grammar V=Vocabulary

Table 3 shows that few numbers of respondents (only 10% of them) were interested in learning listening skills. In addition, the respondents responded that they learn listening skills less than the other skills. Accordingly, 80% of them said that they learn listening skills less than the other skills- which depicts the attention given to the teaching of listening skills is very less at Bilo preparatory school.

Table 4: Pre-Listening Analysis of Students' and Teachers' Responses

No.	Questionnaire of pre-listening	Responses (R)	Always (4)		Usually (3)		Sometimes (2)		Rarely(1)		Never(0)		Total	
			No	%	No	%	No	%	No	%	No	%	No	%
1	Discuss the topic of listening text to connect it with what we already know	SR	24	40	9	15	10	16.6	12	20	5	8.3	60	100
		TR			3									
2	Pre-view questions to be answered while listening	SR	12	20	8	13.3	20	33.3	14	23.3	6	10	60	100
		TR			2		1							
3	Discuss visuals(graphs, tables or pictures to provide context	SR	-	-	-	-	48	80	8	13.3	4	6.6	60	100
		TR					1		2					
4	Make prediction about what we listen to	SR	8	13.3	12	20	15	25	15	25	10	16.6	60	100
		TR			1		2							
5	Study new vocabulary	SR	40	66.6	8	13.3	8	13.3	4	6.6	-	-	60	100
		TR	3											
6	Get clear instructions about the while- listening activity	SR	-	-	-	-	30	50	14	23.3	16	26.6	60	100
		TR	1		1		1							
7	Take list of items to look at it	SR	-	-	-	-	-	-	38	63.3	22	36.6	60	100
		TR			1		2							
8	To go through comprehension checks, questions or completion activities	SR	15	25	10	16.6	15	25	8	13.3	12	20	60	100
		TR			1		2							
9	Have a purpose for each listening activists (for main ideas , for details and inferences	SR	38	63.3	12	20	6	10	4	6.6	-	-	60	100
		TR	2		1									
10	Relaxed (get ready)	SR	16	26.6	12	20	18	30	8	13.3	6	10	60	100
		TR	1				2							

SR= Students' Response TR=Teachers' Response

To item 1 (about topic discussion), 40% of the students said that their teachers always discuss the topic of listening text to connect it with what they already know; 15% of them said that their teacher perform it usually, and 16.6% of them said that their teachers do it sometimes. However, 20% of them said that their teachers do it rarely, and 8.3% of them responded their teachers never do it. But the three teachers responded that they usually discuss the topic of listening text to connect with what students already know. From this it can be said that the practice of teachers on this activity is effective.

Concerning item 2 (about asking question), 20% of the students said that their teachers always ask question to be answered while- listening; 13.3% of them said that their teachers perform it usually and 33.3% of them said that their teachers do it sometimes. However, 23.3 of them said that their teachers do it rarely, and 10% of them responded their teachers never do it. But two of the teachers responded that they usually ask question to be answered while- listening. Nevertheless, one of the teachers responded that he perform it sometimes. So the practice of teachers, to this activity is under requirement.

Concerning item 3 (about using visual supports), 80% of the students said that their teachers sometimes discuss visuals (graphs, tables or pictures to provide context); 13.3% of them said that their teachers perform it rarely, and 6.6% of them responded their teachers never do it. Also, one of the teachers responded he sometimes discusses usual. But two of the teachers said that they perform it rarely. This shows that teachers do not consider the using of visuals.

To item 4 (about enabling students to predict), 13.3% of the students responded that their teacher always make prediction about what they listen to; 20% of them said that their teachers perform it usually, and 25% of them said that their teachers do it sometimes. Furthermore, 25% of them said that their teachers do it rarely, and 16.6% of them responded that their teachers never do it. But one of the teachers said that he make students to predict about what they listen to. However, two of the teachers responded that they do it sometimes. This shows that teacher's performance to this activity is insufficient

With regard to item 5, 66.6% of the students responded that their teacher always enforce them to study new vocabulary; 13.3% of them responded their teacher perform it usually, and also 13.3% of them responded their teacher do it sometime. However, 6.6% of them said that their teachers rarely do it. Any of the respondents responded their teachers never let to leave studying new vocabulary. It addition to this three of the teacher responded that they let their students to

study new vocabulary before listening- Which impels the effectiveness of teachers' performance to this activity.

To item 6, 50% of the students responded that their teachers sometimes give them clear instruction about the while-listening activity; 23.3% of them said that their teachers do it rarely. On the other hand 26.6% of them answered that their teachers never do it. One of the teachers said that he give clear instruction about while- listening activity; the other said he do it usually and the rest said he do it sometimes. But any of the students didn't responded always and sometimes. This shows that teachers minimum performance in giving clear instruction about the while-listening activity.

To item 7, 63.3% of the students responded that their teachers rarely take list of items to look at it; 36.6 % of them said that teachers never do it. But one of the teachers said that he takes list of items to look at it and two of the teachers said that they sometimes do it. Out of the total respondents none of them responded always and usually to this item-which shows that teachers lack of in advance preparation for the teaching listening lesson.

With regard to item 8, 25% of the students said that their teachers always make them to go through a comprehension checks, question or completion activates; 16.6% of them said that their teachers usually do it, and 25% of them responded that their teachers do it sometimes. On the other hand 13.3% of them said that their teachers rarely do it, and 20% of them responded that their teachers never make as to perform it. One of the teachers said that he lets students to go through a comprehension checks, questions or computation activities. But two teachers said that they do it sometimes. From this it can be concluded that moderate performance of teachers to the item.

Concerning with item 9, 63.3% of the students said that their teachers always make them to have a purpose for each listening activities (for main ideas, for details and for inferences); 20% of them said that their teachers do it usually, and 10% of them said that their teachers do it sometimes. Only 6.6% of them responded that their teachers perform it rarely. None of them responded ever. On the other hand two teachers said that they make their students have a purpose for each listening activates (for main ideas, for details and for inferences). But only one teacher responded he do it usually. So the performance of the teachers to this item is efficient.

To item 10, 26.6% of the students responded that their teachers always made them relaxed (get ready); 20% of them said their teachers do it usually, and 30% of them said their teachers do it

sometimes. However, 13.3% and 10% of them said that their teachers do it rarely and never respectively. Only one teacher said that he always make his students relaxed. This shows that teachers need exercising students to relax (get ready) to the coming while- listening activities so that students develop confidence to do the while- listening activity.

4.2. Discussion of the Data

4.2.1. Discussion on Pre-listening stage

Pre- listening is the stage at which students do some activities which help them prepare for what they will hear. Lindsay and knight (2006) cite in Taye (2008) stated that pre-listening activities aid learners by bringing their attention to the topic, activating background knowledge of the students and telling students what is required of them when they are exposed to the actual listening.

As pointed out in table 2, most observation times reveal that the teachers introduce the listening topic at the pre-listening stage. The teachers also replied that they employ this activity frequently. From this, it might be possible to infer that introducing the listening texts and activities are frequently handled during the teaching of listening.

In order to bring effective listening in the classroom, there should be a purpose for the activities, and students are told why they will listen to the text. In this study, it was seen in most of the observation sessions and also teachers reacted that they always set purpose at the pre-listening stage. As Lindsay and knight (2006), cited in Taye (2008) explained teachers should make sure that students understand why they are doing a certain listening activity.

According to Gower et al (1995), teaching key words /phrases, without which the listening would be very difficult to understand, is helpful. Therefore, the teacher is expected to pre-teach some words that might create problem to understand a certain listening text. However, the data gathered through observation depict that teachers implement this activity frequently. But not always. This in turn affects students understanding of the listening text.

One technique in which teachers create real interest that will motivate the students to listen to a certain text is helping students predict about the text they will listen to (Gower et al. 1995). For Ur (1984) listening to a text requires listener prediction and making inference. If a listener can

make a guess about the thing that is going to be said, he will understand it well. Therefore, students should be given adequate chances, before they listen, to predict what they are going to hear. This can be done by activating any knowledge they may have of the topic or situation. The responses from the teachers and the findings of the classroom observation indicate that the teachers apply this technique sometimes. Hence, it seems that students have been provided with the opportunity to predict what a certain text is about. Generally, in the pre-listening teaching practice, teachers give less attention to prediction through which students anticipate about the listening text.

Table 5: while-Listening Analysis of Students' and Teachers' Responses

No.	Questionnaire of while - listening	Resp onses (R)	Al ways (4)		Usually (3)		Sometime s (2)		Rarely(1)		Never(0)		Total	
			No	%	No	%	No	%	No	%	No	%	No	%
11	Read the listening text	SR	12	20	16	26.6	24	40	3	5	5	8.3	60	100
		TR	3											
12	Take notes	SR	-	-	-	-	-	-	22	36.6	38	63.3	60	100
		TR					1		2					
13	Complete exercises (e.g. true /false, multiple choice gap fill)	SR	5	8.3	3	5	20	33.3	16	26.6	16	26.6	60	100
		TR	2		1									
14	Complete charts, tables ,or forms	SR	11	18.3	19	31.6	11	18.3	10	16.6	9	15	60	100
		TR	1		1		1							
15	Complete or sequence pictures	SR	-	-	-	-	-	-	41	68.3	19	31.6	60	100
		TR					1		2					
16	Write what we listen to (dictation)	SR	-	-	-	-	8	13.3	36	60	16	26.6	60	100
		TR					2		1					
17	Carry out actions what we listen to	SR	8	13.3	9	15	29	48.3	7	11.6	7	11.7	60	100
		TR			1		2							
18	Verify or evaluate our prediction	SR	2	3.3	3	5	4	6.6	31	51.6	20	33.3	60	100
		TR			1		1		1					

Key: SR= Students' Response

TR=Teachers' Response

Concerning with item 11, which is the while listening activity, 20% of the students said that their teachers always read the listening text; 26.6% of them said third teachers do it usually, and 40% of them said that their teachers do it sometimes. Only 3 respondents which is 5% of them said

that their teachers do it rarely. But 8.3% of them said that their teacher perform it never. The three teachers responded that they read the listening text always. From this it can be said that teachers of Bilo preparatory school are effective to perform this item.

To item 12, 36.6% of the students responded that they rarely take -notes while –listening; 63.3% of them said that they never take notes while listening. One of the teachers said that his students take notes sometime while- listening ,and two of them said that their students rarely take notes while- listening. Majority of respondents responded that they never take note while-listening which show that students of Bilo preparatory school are not effective in note taking while listening.

Concerning with item 13, 8.3% of the students said that their teachers always make them to complete exercises (e.g. true / false, multiple choice, and gap fill) during while- listening activity. Only 3 of the respondents (5% of them) responded that their teachers do it usually. However, twenty (33.3%) of them said that their teachers perform the activity sometimes. Moreover, 26.6% of them said that their teachers rarely perform the activity and also 26.6% of them said their teachers never do it. But two teachers responded that they always complete exercises (e.g. true/false, multiple choice, and gap-fill). One of the teachers said that he usually do the activity. It can be concluded that the responses of the students and of the teachers are apart from each other.

To item 14, 18.3% of the students responded that their teachers always make them to complete charts, tables, or forms; 31.6% of them said that their teachers do it usually, and 18.3% of them said that their teachers do it sometimes. 16.6% of them said that their teachers perform rarely and 15% of them said that their teachers never do this activity. It can be said that teacher's performance on this item is insufficient

With regard to item 15, 68.3% of the students responded that their teachers rarely let them to complete or sequence pictures and 31.6% of them said that their teachers never do it. However, one teacher said that he sometimes makes his students to complete or sequence pictures and two of them said they rarely do it. This shows that teachers' attention to this activity is very less.

To item 16, 13.3%, 60% and 26.6% of the students responded sometimes, rarely and never respectively that their teachers let them to write what they listen to (dictate). Two of the teachers said that they sometimes dictate what their students listen to. But one of the teachers said that he

rarely dictate them. From this one can deduce that less performance of the activity (dictation) by the teacher

Concerning item 17, which is common strategy of total Physical Response Teaching Method, 13.3% of the students said that their teachers always make them to carry out actions what they listen to, 15% of them replied their teachers do it usually, and 48.3% of them responded sometimes as well as 11.6% and 11.7% of them said their teachers rarely and never perform the activity respectively. But one teacher said that he usually makes his students carry out actions what they listen to and two of the teachers do it sometimes. From this one can deduce that the attention given to this activity is very less.

To item 18, majority of the respondents (students) responded that teachers rarely and never verify or evaluate their prediction. From the above analysis, during the while- listening activities, frequencies that highly responded are sometimes, rarely and never for each. Frequencies of always and usually are responded by few students.

4.2.2. Discussion on the While- listening Stage

According to Brumfit et.al (1996) and Taye (2008), While- listening stage is the stage where learners are required to listen to a text and answer questions (complete exercise e.g. matching, true/false, multiple choice, gap-fill note taking, complete charts, sequence pictures, write what they listen to etc.). Matching is an activity in the listening class, where learners can do it in a playful manner. This could be matching words with pictures which represent them, or with words which have the same meaning or opposite meaning. It is also possible to use this activity to match items expressing relationships of cause and effect in a story or description of a process.

According to the result, some of the teachers always use the matching exercise. And they were also seen applying it during the nine observation sessions. From these findings it might seem that teachers employ the activity in teaching listening.

The classroom observations show that teachers rarely engage students in some listen and follow activities such as drawing pictures, showing the location of a place on a map, etc. Although the teacher respondents say that they handle the activity in listening classes, what is seen during the classroom observation is different. The teachers, for example, were not always engaging students in this kind of activities. However, these kinds of activities according to Brumfit et.al (1996),

involve the children to listening to a description, and drawing a picture of what they hear. For example, the children could draw shapes in the correct position and color them according to instructions given by the teacher.

According to Ur (1984), commands which are followed by immediate teacher feedback, provide good practice and are motivating students. Similarly, Brumfit et al (1996), explain that this activity provides a meaningful context for reinforcing lexical item. On this point, the teacher respondents replied that they rarely implement listen and respond physically to the activity. Findings from the observation sessions and responses from teachers show that this activity is practiced rarely. As a result, students may not be benefited what the activity brings to the individual and to the whole class as well. This shows that the attention given by teachers during while –listening is not the same as the attention given by teachers during pre- listening activities.

Table 6: post -Listening Analysis of Students’ and Teachers’ Responses

No.	Questionnaire of post-listening	Resp onses (R)	Al ways (4)		Usually (3)		Sometimes (2)		Rarely(1)		Never(0)		Total	
			No	%	No	%	No	%	No	%	No	%	No	%
19	Read the listening text	SR	-	-	-	-	16	26.6	30	50	14	23.3	60	100
		TR			1		2							
20	Write a summary or paragraph about the listening	SR	-	-	22	36.6	18	30	20	33.3	-	-	60	100
		TR			2		1							
21	Complete charts, tables or forms	SR	-	-	-	-	-	-	42	70	18	30	60	100
		TR			2		1							
22	Complete exercise (e.g., true, false multiple choice, gap filling)	SR	12	20	8	13.3	15	25	16	26.6	9	15	60	100
		TR	1		2									
23	Repeat the text	SR	5	8.3	12	20	3	5	23	38.3	17	28.3	60	100
		TR			3									
24	Role play the situation	SR	-	-	-	-	-	-	33	55	27	45	60	100
		TR					3							
25	Use the information for	SR	-	-	-	-	-	-	18	30	42	70	60	100

	problems solving or others task-oriented activities	TR					3							
26	Discuss limitations of in our prediction	SR	2	3.3	12	20	6	10	35	58.3	5	8.3	60	100
		TR	1		1		1							
27	Set goals for future listening activities	SR	-	-	-	-	-	-	48	80	12	20	60	100
		TR					1		2					

Key: **SR= Students' Response** **TR=Teachers' Response**

Concerning with item 19, which is the post- listening activity, 26.6% of the students responded that their teachers sometimes make them to read the listening text; 50% of them said that their teachers rarely do it. 23.3% of them said that their teachers never let them to read the listening text. But one of the teachers said that he usually let his students read the listening text and two of them said that they do it sometimes. This shows that teachers' performance is below what is needed on this activity.

To item 20, 36.6% of the students responded that their teachers usually make to write a summary or paragraph about the listening; 30% of them said that their teachers do it sometimes. However, 33.3% of them responded that their teachers perform rarely. Any of the respondent's didn't respond always and never. But two teachers said that they usually make their students to write a summary or paragraph about the listening. Also one teacher implies that he performs this activity sometimes-which shows that teachers of Bilo preparatory school are effective to this activity.

Concerning item 21, 70% of the respondents (students) said that their teachers rarely make them to complete charts, tables or forms after they listen to, and 30% of them responded that their never teachers do it. But two teachers said that they usually let their students to complete charts, tables or forms. One teacher said that he sometimes performs it. It can be concluded that students' response and teachers' response are apart from each other. The performance of the teachers to this item is under requirement.

To item 22, 20% of the students responded that their teachers always make students to complete exercise (e.g., true/false, multiple choice and gap fill after they listen to. 13.3% of them said that their teachers do it usually; 25% of them responded that their teacher do it sometimes; and 26.6% of them and 15% of them said that their teachers do it rarely and never respectively. One of the

teachers said that he performs it always and two of them said that they do it usually. According to responses obtained from both there is well performance of teachers to this activity.

To item 23, 8.3% of the students said that their teachers always let them to repeat the text; 20% of them said that their teachers usually do it, and 5% of them replied that their teachers sometimes do it. However, 38.3% of them said their teachers do it rarely, and 28.3% of them said their teachers never do it. But three of the teachers responded that they make their students to repeat the listening text. According to the information obtained from the students teachers are performing very less to the activity of repeating the text.

With regarding to item 24, 55% of the students said that their teachers rarely make the students to role play the situation after the listening lesson. 45% of them said that their teachers never let students in role play about the listening. But three of the teachers said that they make their students role play in listening. This indicates that role play is not considered by teachers in teaching listening at Bilo preparatory school.

To item 25, 30% of the students responded that their teachers rarely make their students to use the information of listening for problem solving or other task oriented activities. 70% of the students said that their teacher never do it. But the three teachers responded that they do it sometimes. From this it can be concluded that teachers of Bilo preparatory are not effective to implement this activity.

Concerning item 26, majority of the students responded that their teachers rarely discuss limitations of their prediction after they listen to. In addition almost all of the respondents said that their teachers don't set goals for future listening activities. They do it rarely.

4.2.3. Discussion on the Post-listening Stage

At this stage, students are asked to discuss their answers and opinions in pairs or groups. Post-listening activities often move on from listening practice to practicing other skills. Thus, the language learning students do through listening should be connected with the language learning they do through speaking, reading or writing (Rixon 1986, Lindsay and Knight 2006 and Taye 2008).

As indicated in Table 6, the students were not totally discussed in groups after they listen to a text. The reason for students in pairs /groups and discuss the difficulties they encounter while they are listening to a text is to help them. But the teachers' responses and the findings from the

classroom observation depict that teachers do not (never) encouraged students to discuss in pairs /groups. From this, it is possible to infer that the attention teachers give to discussions among peers is below expectation. And it is not in accordance with the nature of language teaching classroom where students are expected to actively participate in the learning process and develop confidence. It is commonly known that students divert to mother tongue when they are put in groups to discuss in English. Therefore, the role the classroom teacher plays is very crucial. He should supervise what students are doing and how much effort they are showing to use the target language. Telling students to discuss in groups does not by itself bring the end result. From what the observation sessions show, one might conclude that teachers are not using group work effectively.

In real life, the language skills of listening, speaking, reading and writing are generally integrated rather than occurring in isolation. When taking part in a conversation, for example, we both listen and speak; when we fill in a form we read and write (Gower et al 1995). This explanation shows that listening should be integrated with other skills. This could be done by employing different activities at the post listening stage. One way of developing students' speaking ability is by employing the role-play activity in the actual classes. Although the teacher respondents replied they make use of this, the data from the observation sessions were contrary to this. According to the data from questionnaire, teachers sometimes use role play activities. However, they were not seen applying role play activity in some of the observation sessions. From this, one can infer that role play, as one type of activity, is not fully practiced in listening classes.

Most of the teachers' responses and the observation sessions findings indicate that teachers do not frequently let their students express their views and opinions based on the idea reflected in the listening text. Lindsay and Knight (2006), strongly advise that learners should be asked to speak about the issues mentioned in a listening text. Though the teachers show effort to help students express themselves either opposing or supporting certain issue explained in the listening text, the practice is not fully employed in the listening classes.

Post-listening activities can consolidate what has been heard through writing, which is more self-paced and reflective activity (Turner 1995). In this way teachers can provide a range of tasks suited to the level of competence of the learners. As it is indicated in Table 6, most student

respondents replied that their teachers did not engage them in writing activities (rarely and never). Findings from the observation sessions also depict similar reality i.e. teachers do not handle writing exercises in listening classes. From this, it might be concluded that the attention given to writing is very less from what students are listening which leads poor performance in note taking –the standing point of this study.

It is natural that students want to get feedback for what they tried to perform in the classroom. This feedback, as much as possible, should be positive to ensure learners to experience success as often as possible (Sheerin, 1987). With regard to appropriate feedback, the responses from the teachers and the findings from classroom observation reveal that teachers rarely give appropriate feedback. Ur (1984), on her part, argues that if a student does a listening task such as checking a list or answering questions and is then given back his answer with corrections a day or two later, he will reap very little benefit from the feedback given. The learning value of listening exercise, according to her, is increased if there is immediate teacher feedback on the student performance.

Finally, most of the post-listening activities which should have to be performed by teachers were never performed and some of them were rarely implemented. This shows that teachers do not give equal attention to the activities of stages of each teaching listening skills (pre- listening activities, while –listening activities and post- listening activities). The while- listening activities and the post- listening activities were less performed than the pre-listening activities. So the teaching of listening skills at Bilo preparatory school is not as effective as the teaching of other skills. Most specific activities of teaching listening skills were implemented rarely as responded by learners as well as by teachers.

4.1.3. Data Obtained from Teachers' Interview

In order to answer research question three (RQ3), about the position given to the teaching of listening skills in relation to the teaching of other skills at Bilo preparatory school, three English language teachers of the school were interviewed. This helped the researcher to ensure the validity and reliability of the data obtained from observation and questionnaires. The responses of the interviewee were discussed and analyzed as follows.

Table7: Summary of interview questions

No	Interview questions	Respon dents	Responses
1	From the teaching of the four major language skills including grammar and vocabulary to which of them do you familiar with or interested in to teach? Why?	LT1	“Reading, grammar, and vocabulary, because they are mostly available in students’ textbook, my students are interested in learning grammar.”
		LT2	“Reading, speaking, grammar and vocabulary. Because students participate on them activity. Listening skill doesn’t exist on UEE.”
		LT3	“Teaching grammar. Because now a day UEE is dealing with in grammar.”
2	What percent of your class time do you spend on teaching the following skills per year?	LT1	“Listening 10%, speaking 5%, reading 20%, writing 5%, grammar30%, vocabulary 30%.”
		LT2	“Listening 5%, speaking 15%, reading 15%, writing 15 %, grammar 30%, vocabulary 20%.”
		LT3	“Listening 10%, speaking 20%, reading 20%, writing 20%, grammar 15%, vocabulary 15%.”
3	Do you think that grade 11 English text book is appropriate to teach listening?	LT1	“No. I don’t think. Because the listening texts found in teachers guide are also found in student text book. Students read it rather than listening.”
		LT2	“Yes of course, but the tasks are found at the appendix. It hinders students listening.”
		LT3	“Yes of course but as there is no language lab, teaching listening is not suitable.”
4	Would you mention some useful suggested activities to teach listening skills?	LT1	“Stages have their own activities teachers must use activities under each stage.”
		LT2	“The text should have to include ideas related to listening.”
		LT3	“Fill in some information on a grid or listening etc.”
5	The teaching of listening Skill has its own	LT1	“Pre-listening, While-listening, Post- listening “
		LT2	“Pre-listening, While-listening, Post-listening.”

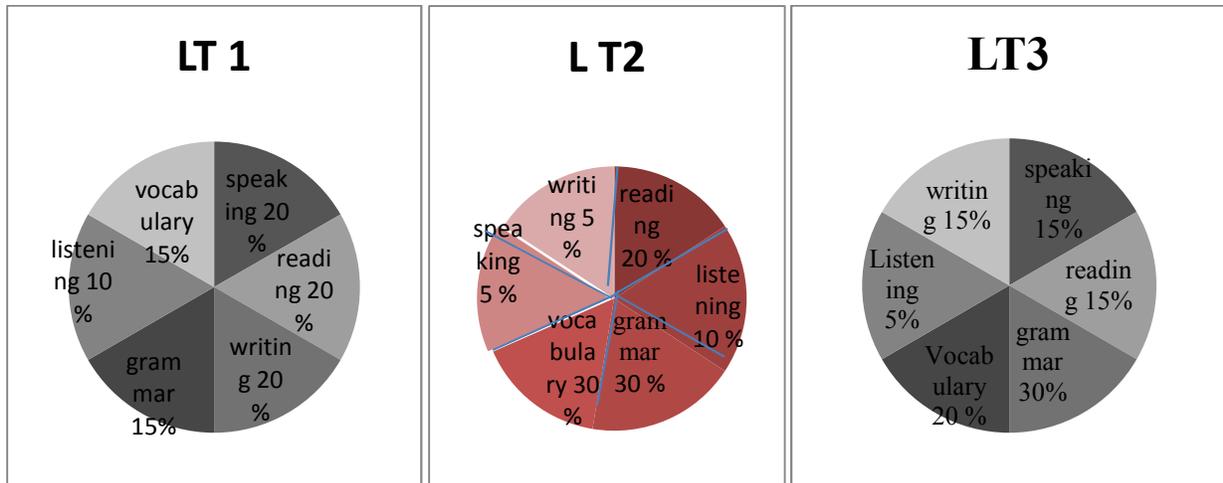
	procedures or stages. Would you explain them?	LT3	“Pre-listening, While-listening, Post- listening.”
6	To what extent do you use stages of teaching listening to enhance your students’ listening skill?	LT1	“I use the stages some times.”
		LT2	“To some extent.”
		LT3	No response
7	How frequently do you teach the Skill of listening in each unit?	LT1	“Rarely.”
		LT2	“Always.”
		LT3	“Rarely.”

Key: LT1=Language Teacher one LT2=Language Teacher two LT3=Language Teacher three

From table 7, out of the teaching of the four language skills, including teaching grammar and teaching vocabulary, any teachers do not familiar with or interested in the teaching of the skills of listening. Specifically, LT1 said that he is interested in teaching reading, grammar, and vocabulary as they are mostly available in students textbook. LT2 responded that he doesn’t teach listening skill as it doesn’t exist on UEE. LT3 said that he teaches grammar more than the other skills because grammar is mostly found in UEE. Thus, concerning interview question one, the teaching of listening skill is mostly ignored by teachers of Bilo preparatory school.

Concerning interview question 2, two- third of the interviewee gave the least percent they spend on teaching listening skill per year. This also shows that teachers give less attention to the teaching of listening skill.

Diagram showing percent of teachers teaching language skills



With regard to interview question 3, LT1 responded that grade 11 English textbook is not appropriate to teach listening as the listening texts found in teachers’ guide are also found in students’ text book- students read it rather than listening-also the same response is responded by LT2. But LT3 said that at Bilo preparatory school, teaching listening is not suitable as there is no language lab. This shows that it needs maximum effort of text book writers and teachers to produce appropriate teaching materials.

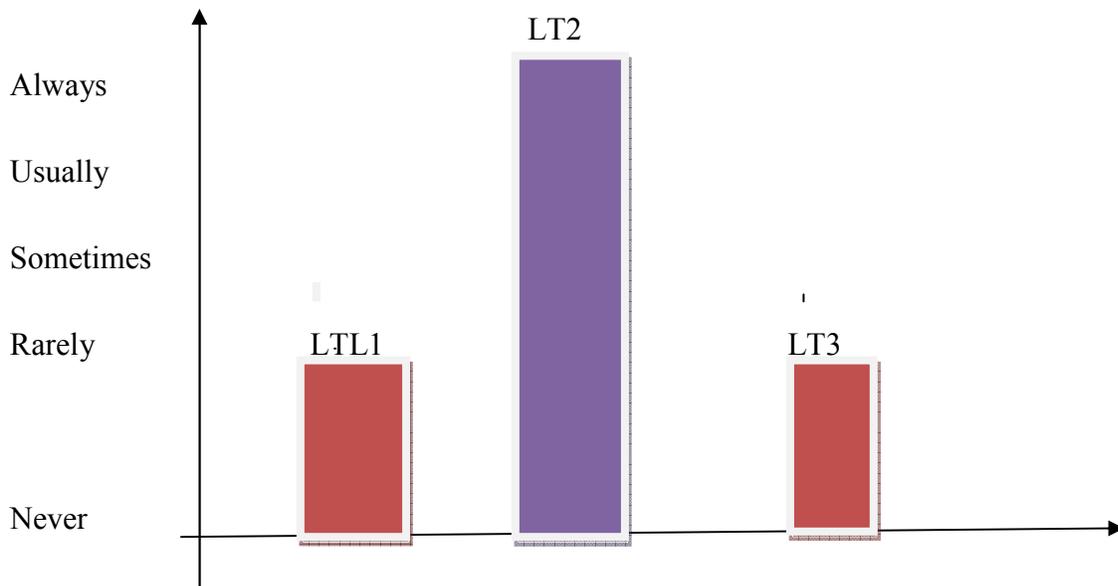
To interview question 4, the three English language teachers mentioned useful suggested activities to teach listening which are also mentioned by Brown. However, teachers of Bilo preparatory school ignore to implement these suggested activities in a real classroom situation which were ensured during class room observation.

On the other hand, the three teachers were interviewed to explain the stages of teaching listening skills. Three of them responded that the stages are pre-listening, while- listening and post-listening- which shows that they have common understanding about the stages. But their practice in classroom situation is apart from their knowledge about it.

Furthermore, the three teachers were interviewed to what extent they use stages of teaching listening skills to enhance their students’ listening skills. Two of them responded that they use to some extent. But one teacher didn’t respond this question. He might have no clear understanding of the stages, or the activities, or he might not use them.

The last interview question forwarded for the three English language teachers was to respond on how frequently they teach listening skills in each unit. Two of them responded that they teach rarely in each unit. But one of them said that he teaches always in each unit. This ensures that the teaching of listening skill at Bilo preparatory school is not equally considered as the teaching of the other skills-as shown in diagram blow.

Frequency of teachers teaching listening skill per unit



Finally, the data obtained from students' questionnaire and teachers' interview shows that students learn listening with less attention, and also teachers of Bilo preparatory school do not equally consider the teaching of listening skill to the teaching of other language skills due to different reasons discussed above. Teachers are teaching listening instruction with missing and jumping of steps and procedures of teaching listening skills. Evidently the researcher observed during 1st round observation that two teachers were confused and students were also too because the teachers jumped the steps /procedures/, and back bencher students asked them to define the meaning of words and then they remembered that they forgot pre-teaching vocabularies two minutes later. Generally the interview data shows, the position given to the teaching of listening skill at Bilo preparatory school is very less when we compare it with the teaching of other skills.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The study in titled “An Investigation of Current Practice of Teaching Listening Skills at Bilo Preparatory School: grade 11 in focus” was conducted in Oromia Regional state, in East Wollega by the year 2010. As the school is very remote, students of Bilo are living in a very limit of listening speakers’ of English language. Therefore, they perform less when the teaching of English language is listening and too slow in note-taking either from teachers or TV plasma.

In spite of the skill of listening plays a critical role in language learning (providing the input needed to develop other skills), in many language learning classrooms it receives the least attention from both teachers and instructional materials. However, according to Rost(2002) the teaching of listening has four main goals: improving learners’ comprehension of spoken language, increasing the quality of learners’ intake from spoken input, developing learners’ strategies for better understanding of spoken discourse, or engendering a more active participation in face to face communication. The study attempted to evaluate the practice of teaching and learning listening skills with special focus on teachers and students of Bilo preparatory school. It attempted to answer research questions:

1. To what extent do EFL teachers implement the procedures and techniques proposed in the course book to teach listening skills at Bilo preparatory school?
2. How frequently teachers teach activities of listening skills?
3. What position is given to the teaching of listening skills in relation to teaching other language skills?

In this study views of language and language teaching were referred in terms of teaching listening skills with relevant and current practice as the following:

- ❖ Teaching listening within an environmentalist approach,
- ❖ Teaching listening within an innatist approach,
- ❖ Teaching listening within interactionist approach,
- ❖ Teaching listening within a communicative competence framework.

The study was conducted by survey research design and the data gathering tools were observation, questionnaire and interview. The data through observation shows that the existence of a gap between having knowledge of teaching listening skills of teachers and implementing that knowledge in a real classroom. Teachers also miss and jump steps, procedures and

techniques of teaching listening skills. The data obtained from questionnaires implies that teachers use specific activities of teaching listening skills rarely and sometimes. The data obtained by interview depicts that the attention (position) given to the teaching of listening skill by teachers is very less when we compare it with the teaching of other skills. The interview data also shows, English language teachers of preparatory school are not teaching listening skills as it doesn't exist in UEE. Finally the study was conducted with a three research questions, a three specific objectives, and a three data gathering tools.

5.2. Conclusions

The objectives for this study were to examine if teachers teaching practice fit with procedures and techniques recommended in the course book for teaching listening skills, to identify the extent at which teachers follow techniques and principles of teaching listening skills, and to show the overall practice of teaching and learning listening skills at Bilo preparatory school.

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

Teachers rarely implement procedures and techniques those proposed by scholars for teaching listening skills. Even, they teach the skills of listening sometimes and rarely. The attention given to teach listening skills is less than the attention given to teach other language teaching. This could be from the fact that the teaching material for listening is not as appropriate as possible. However, teachers introduce listening texts and activities; they usually give clear instructions to the students and tell them to copy the activities in to their exercise book before while listening sessions. Although teachers claim that they make necessary pre-teaching preparations, the classroom observations reveal that they do not do this. They were not seen using visual supports, CD, cassette, tape or anything else. They were using already prepared materials which are found in the text book.

Pre-listening stage is the stage where the ground is laid for the while-listening phase, but teachers miss to implement some of the pre-listening activities. For instance, they rarely teach lexical items that contribute for understanding of the listening text. They do not encourage students to predict about the listening text before they get into the actual listening. Though varieties of activities are expected to be practiced at the while listening stage to make students practice different skills of listening and to make language learning possible, the activities designed for this purpose by the text book writers are not as varied as possible. There is also little effort, on

the part of the teachers, to amend these activities or prepare their own materials to enhance students' listening skills. With regard to the post-listening stage, the data indicate that teachers rarely engage students in different activities. Pair or group work is practiced very rarely. Students are not exposed to extended activities like writing. Teachers should give appropriate feedback for students on their work in post listening stage. However, regardless of its appropriateness, the post-listening tasks that the teachers gave for their learners were not enough.

5.3 Recommendation

Based on the above conclusions, the following recommendations are forwarded.

- ❖ English language teachers of Bilo preparatory school know procedures and activities of teaching listening skills. It seems better to implement this theoretical knowledge of teaching listening skills into practical in a real classroom.
- ❖ As much as possible, the items of assessing listening skills should better to take in account by those who are preparing UEE, so that the teaching and learning of listening skills can get its status or position at preparatory schools.
- ❖ Teaching listening skill is procedural, process oriented, needs to follow steps. Jumping and missing steps causes boring and confusion. Due to this fact in advance preparation for teachers before they come to class to teach listening and following of the procedures frequently is guidance and better for teachers.
- ❖ Teachers should devote maximum effort to prepare materials that best support their teaching listening skills rather than depending on only activities of the textbook.
- ❖ Teachers should engage their students in pair or group work tasks so that students develop confidence and progress.
- ❖ It is also good if a listening text which is read by the teacher is not available in the students' textbook. It might hinder students to develop their listening ability since they prefer reading from their textbook. Finally, the researcher believes that this study is not the only end on this topic. As a result, further research should be carried out to fill the gap of the study.

References

- Anderson & Lynch, T.(1988). *Listening*: Oxford: Oxford University Press.
- Asher, James J.(1969).*The total physical response approach to second language learning*.
Modern Language Journal 53 (1):3-7.
- Atkins et al.(1995). *Skill development methodology Part I*: Addis Ababa. AAUP
- Belilew Molla Gebre, and Girma Gezahegn Tadesse (2015). *The Role of Listening Strategy Instruction in Advancing Students' Achievement and Strategy Use*. International Journal of Foreign Language Teaching and Research. 3(11) 13-24. Retrieved on 8/1/2017 from <http://www.jfl.iaun.ir>
- Bouziri,B. (2014). *EFL Teachers' Attitudes Towards the Listening Skill and Its Teaching at Tertiary Level*. Retrieved on 9/1/ 2015 from <http://www.Academic.edu/4774282/>
- Brown, Gillian. (1990). *Listening to spoken English* (2nd Edition). London: Longman.
- Brown, S. (2006). *Teaching Listening*. New York, NY: Cambridge University Press.
- Brumfit, C. Moon, J. and Tongue, R. (1996). *Teaching English To Children*. England: Ear Ling College.
- Carrier, Karen. (2003). *Improving high school English language learners' second language Listening through strategy instruction*. Bilingual Research Journal 27 (3): 383-408.
- Chomsky, Noam, (1957).*Syntactic structures*. The Hague: Mouton de Gruyter.
- _____ (1965). *Aspects of the theory of syntax*. Cambridge, MA: MIT Press
- Cunningsworth, A.(1995).*Choosing your Course book*. Great Britain: Heinemann.
- Feyton, C. M. (1991). *The power of listening ability: An overlooked dimension in language Acquisition*. The Modern Language Journal, 75(2), 173-180

Flowerdew, John, and Lindsay Miller. (2005). *Second language listening*. Theory and practice, Cambridge: CUP.

Geleta Dugassa, Eba Mijina & Ashenafi Bekele (2014). *Practices in the teaching of Listening in grade 9 EFL Classroom of Mote Secondary School*. A peer reviewed Official International Journal of Wollega University, Ethiopia. Retrieved on 4/3/2015 from <http://www.starjournal.org/>

Geleta Dugasa (2014). *The practice of the three listening stage in grade 9 Mote secondary school*. M. A Thesis. Wollega. Wollega University

Gower, et.al. (1995). *Teaching Practice*. Handbook. Great Britain: The Bath Press.

Haregewein Fantahun. (2003). *An Investigation of Classroom Listening comprehension Teaching Practices in Relation to New English course Books*. M.A Thesis. Addis Ababa: Addis Ababa University.

Harmer, (1996). *The Practice of English Language Teaching*. Harlow: Longman.

Hymes, Dell H. (1971). *On communicative Competence*. Philadelphia: University of Pennsylvania press.

Jordens P. (2006). *Current Trends in the Development and Teaching of the Four Language Skills*: New York.

Kavaliauskiene, G. (2008). *Teaching listening skills at tertiary level*. English for Specific Purposes world. Online journal for teachers, 2 (18), 1-12. Retrieved from <http://www.esp-world.info/articles-18/teaching-listening-skills-at-tertiary-level.htm>.

Kothari, C.R. (2004). *Research Methodology: Methods and Techniques* (2nd ed.). New Age International (p) Ltd. Publishers: New Delhi.

- Krashen, S. and Tracy, T.(1983).*Discourse and Context in Language Teaching. A guide for language teachers*. Cambridge: CUP
- Krashen, S. (1985). *The input hypothesis: Issues and implication*. New York: Longman.
- Krashen, S. (2002). *Second language acquisition and second language*. London: Longman.
- Lindsay, C. and Knight, P.(2006). *Learning and Teaching English: A Course for Teachers*. Oxford: Oxford University Press.
- Lynch, Tony, and David Mendelsohn (2002). *Listening: In an introduction to applied Linguistics*, Norbert Schmitt (ed.), 193-210. London: Arnold.
- Lynch, Tony.(1998). *Theoretical perspectives on listening: Annual Review of Applied linguistics* 18:3-9.
- Mendelsohn, J. (1995). *Applying Learning Strategies in the second/foreign Language Listening Comprehension. A guide for the teaching of Second Language Listening*: San Diego: Dominic Press.
- Miller, L. (2003). *Developing listening skills with authentic materials*. Retrieved from <http://ESLMagazine.DevelopingListeningSkillwithAuthenticMaterials.html>.
- Morley, J. (1991). *Listening comprehension in second/foreign language instruction*. In M. celce Murcia (2nd ed.) (pp.81-106). Boston: Heinle and Heinle.
- Morley, J. (2001). *Aural comprehension instruction: Principles and practices*. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (3rd ed.) (pp. 81–106). Boston, MA: Heinle & Heinle.
- Mulugeta Teka.(1997). *Motivation in Listening Classes of College English at Addis Ababa University*. Unpublished M.A Thesis. Addis Ababa: Addis Ababa University.

- Nord, James R. (1975). *A case for listening comprehension*. *Philologia* 7: 1-25.
- O' Malley, J. Michael, and Anna U. Chamot. (1990). *Learning strategies in second language acquisition*. Cambridge: CUP.
- Peterson, pat W. (2001). *Skills and strategies for proficient listening in teaching English as a second or foreign language*. Marianne Celce-Murcia (ed.), 87-100. Boston: Heinle and Heinle.
- Postovsky, Valerian A. (1974). *Effects of delay in oral practice at the beginning of second language learning*. *Modern Language Journal* 58:229-239.
- Richards. (2008). *Teaching Listening and Speaking. From Theory to Practice*. Cambridge. Cambridge University Press
- Richards, J.C. (1985). *The context of Language Teaching*. Cambridge: Cambridge University Press.
- Rixon's. (1986). *Teaching Listening Skills*. Macmillan.
- Rost. (1990). *Listening in Language Learning*. London: Longman.
- Rost. (2001). *Listening*. Cambridge: CUP
- Rost, M. (2002). *Teaching and Researching Listening*. London, UK: Pearson.
- Rumelhart, David E. (1980). *Schemata: The building blocks of cognition*. In *Theoretical issues in reading comprehension*, Rand J. Spiro, Bertram C. Bruce, and William F. Brewer (eds.), 33-59 . Hillsdale, NJ: Lawrence Erlbaum Associates.
- Scarcella, Robin C., and Rebecca L. Oxford. (1992). *The tapestry of language learning. The individual in the communicative classroom* . Boston: Heinle and Heinle.
- Sheerin, S. (1987). *Listening Comprehension: Teaching or Testing*. *ELT Journal*, Vol. 41/2:126-131.

Taye Melese, (2008). *An Investigation of the Practice of Teaching Listening At Primary Level:*

In the Case of Two Government Schools in Addis Ababa. MA Thesis. Addis Ababa: AAU

Thomlison, T. Dean.(1984) "*Relational listening: theoretical and practical considerations*

Paper presented at the Annual Meeting of the 5th International Listening Association, 1984.

30pp. [ED 257 165]

Turner, K. (1995). *Listening in a Foreign Language Skill: We take for granted?* Great Britain: Oakdale Printing Co Ltd.

Underwood. (1989). *Teaching Listening*: Longman.

Uso- jan, Esther, and Alicia Martinaz-Flor, (2006a). *Approaches to language learning and teaching: Towards acquiring communicative competence through the four skills*. In current trends in the development and teaching of the four language skills, Esther Uso-Juan, and Alicia Martinez- Flor (eds.) Berlin: Mouton de Gruyter.

Ur, P. (1984). *Teaching Listening Comprehension*. Cambridge: Cambridge University Press.

Ur, P. (1996). *Teaching Listening Comprehension*. Cambridge: Cambridge University Press.

Vandergrift, L. & Goh, C. M.(2012). *Teaching and learning second language listening: Meta cognition in action*. New York, NY: Routledge.

Vandergrift, L. & Tafaghodtari, M. H. (2010). *Teaching L2 learners how to listen does make a difference: An empirical study*. *Language learning*, 60(2), 470-497.

Winitz, Harris, and James Reeds. (1975). *Comprehension and problem solving as strategies for language training*. The Hague: Mouton de Gruyter.

Yagang, F. (1993).*Listening: Problems and Solutions*. In Thomas Kral (ed.). *Teacher Development: Making the Right More*. Washington, D.C. English Language Program Division United Information Agency

Appendix A
Jimma University
College of Social Sciences and Humanities
Department of English Language and Literature
(Graduate Program)

Observation checklist

This check list is aimed to investigate current practice of teaching and learning listening skills in preparatory school-grade 11 in focus. The activities are recorded under the category of Yes/No, as they happen in the classroom. Each teacher was observed three times and the observer used tick /✓/ for Yes and /✗/ for no performances of the teacher.

School _____ section _____ period _____ time _____ observation day _____

No	Listening activities	Yes	No
	Pre-listening activity		
1	The teacher introduces and discusses the topic		
2	The teacher asks a few general and a few specific questions		
3	The teacher draws students' attention to any visual supports (e.g. a chart, a picture)		
4	The teacher helps the students to predict what idea they are going to listen to.		
5	The teacher teaches some words used in the listening text.		
6	The teachers gives clear instruction about the while-listening activity		
7	The teacher gives a list items to look at it.		
8	The teacher helps students to go through a comprehension check, question or completion activities		
9	The teacher sets purposes for each listening activities (for main ideas, for detail and for interfaces)		
10	The teacher makes or checks students are relaxed /get ready/		
While-listening activities			

11	The teacher reads the task would-in chunks if necessary		
12	The teacher engages the students to do the while-listening Activity		
Post-listening activity			
13	The teacher lets students in group discussion		
14	The teacher lets students in pair reading		
15	The teacher moves from group to group to check students are using English		
16	The teacher engages the students to write a summary of an Activity		
17	The teacher engages students in role-play activity		
18	The teacher lets SS to express their individual view or opinion on the ideas reflected in the text either supporting or opposing listening activity		
19	The teacher asks comprehension questions to check the achievement of the intended learning out come		
20	The teacher gives appropriate feedback on the students work in the listening activity		

(Adapted from Atkins, 1995)

Appendix B
Jimma University
College of Social Science and Humanities
Department of English Language and Literature
(Graduate program)

Questionnaire for teachers

In this year, I am doing a research on “an investigation of current practice of teaching listening skills in preparatory school grade 11 in focus. The following questionnaire is designed to collect relevant data for the study. So, your responses will have great contribution for the success of the study.

Therefore, you are kindly requested to read each item carefully and give your genuine responses I would like to assure you that the information you give would be kept confidential and only used for the study purpose. Thank you!

Direction I: please, write about yourself

1. Sex _____ qualification _____

2. Experience:

2.1. Teaching experience _____

2.2. English language teaching experience at preparatory level _____

2.3. English language teaching experience in grade 11 using the new course book _____

All questions below refer to listening activities, which are specifically designed for teachers to identify weather the gap exist between methods currently used to teach listening and strategies and techniques used by teachers in real classroom.

Direction II: please, indicate how often you use the task types described below in your classroom before, during, and after listening. Put tick / ✓ / in boxes indicating your practice.

Pre-listening

Do you ever use any activities to prepare your students before starting the listening lesson?

Yes No

You may use a range of pre-tasks in one listening lesson, or over several lessons: please indicate the following.

Key: never=0; rarely=1; sometimes=2; usually=3; always=4

No	Before they listen, I have my students:	Frequency				
		0	1	2	3	4
1	Discuss the topic of listening text to connect it with what they already now					
2	Preview question to be answered while listening					
3	Discuss visuals (graphs, tables or pictures) to provide context					
4	Make prediction about what they will listen to.					
5	Study new vocabulary					
6	Get clear instructions about the while listening Activity					
7	Take a list of items to look at it.					
8	To go through a comprehensions checks, questions or completion activities					
9	Have a purpose for each listening activities (for main ideas, for details and for inferences).					
10	Relaxed (get ready)					
11	Other: _____					
12	Other: _____					
13	Other: _____					

During listening

Do you have your students' complete activities while they are listening?

Yes No

No	While they listen, I have my students	Frequency				
		0	1	2	3	4
14	Read the listening text					
15	Take notes					
16	Complete exercises (example true/false, multiple choice, gap-fill)					

17	Complete or sequence pictures.					
18	Complete charts, tables, or forms.					
19	Write what they listen to (dictation)					
20	Carryout actions that they listen to					
21	Verify or evaluate their perditions					
22	Other: _____					
23	Other: _____					
24	Other: _____					

After listening

Do you have your student's complete any activities after they have finished listening?

Yes No

No	After listening, I have my student:	Frequency				
		0	1	2	3	4
25	Read the listening text.					
26	Write a summary or paragraph about the listening.					
27	Complete charts, tables or forms					
28	Complete exercises (example true/false, multiple choice, gap-filling).					
29	Repeat the text.					
30	Roll play the situation.					
31	Use the information for problem solving or other task oriented activities.					
32	Discuss limitations in their prediction.					
33	Set goals for future listening activities.					
34	Other: _____					
35	Other: _____					

Appendix C
Jimma University
College of Social Sciences and Humanities
Department of English Language and Literature
(Graduate program)

Questionnaire for students

Dear students,

In this year I am researching on current practice of teaching and learning listening skills in preparatory school-grade 11 in focus. The following questionnaire is designed to collect relevant data for the study. So your responses will have great contribution for the success of the study. Therefore you are kindly requested to read each item carefully and give you genuine responses. I would like to assure you that the information you give would be kept confidential and only used for the study purpose. Thank you!

Direction I: please write about yourself?

1, Sex _____ Grade _____ Section _____

2, Personal Opinion:

2.1. Which language skill do you like most in your language learning? _____

2.2. Which language skill do you learn more when you are learning English? Listening
 Speaking Reading Writing Grammar Vocabulary

2.3. What percent of your class time do you spend on learning the skill of listening per year?

Direction II: please put a tick (✓) to indicate how often your English language uses the task types described blow while he is teaching listening skill.

Key: never =0; rarely =1; sometimes =2; usually =3; always =4.

No	Before listening, our teacher let us:	Frequency				
		0	1	2	3	4
1	Discuss the topic of listening text to connect it with what we already know.					
2	Preview questions to be answered while listening.					
3	Discuss visuals (graphs, tables, or					

	Pictures) to provide context.					
4	Make prediction about what we will listen to.					
5	Study new vocabulary.					
6	Get clear instructions about the while-Listening activity.					
7	Take a list of items to look at it.					
8	To go through a comprehension checks, questions or completion activities					
9	Have a purpose for each listening activities (for main ideas, for details and for inferences)					
10	Relaxed (get ready)					
11	Others _____					
12	Others _____					
13	Others _____					

No	While we listen, our teacher let us:	Frequency				
		0	1	2	3	4
14	Read the listening text.					
15	Take notes.					
16	Complete exercises (e.g.; true/false, multiple choice, gap-fill).					
17	Complete charts, tables, or forms.					
18	Complete or sequence pictures.					
19	Write what we listen to (direction).					
20	Carry out actions that we listen to.					
21	Verify or evaluate our prediction.					
22	Others _____					
23	Others _____					
24	Others _____					

No	After listening, our teacher let us:	Frequency				
		0	1	2	3	4
25	Read the listening text.					
26	Write a summary or paragraph about the Listening					
27	Complete charts, tables, or forms.					
28	Complete exercises (e.g.; true/false, multiple choice, gap-filling).					
29	Repeat the text					
30	Role-play the situation					
31	Use the information for problem solving or other task-oriented activities					
32	Discuss limitations of in our prediction					
33	Set goals for future listening activities					
34	Others _____					
35	Others _____					

Appendix D

Jimma University
College of social Sciences and Humanities
Department of English Language and Literature
(Graduate Program)

Interview for teachers

Dear Teachers,

I am currently researching on how the skill of listening is taught in English classroom at Bilo preparatory school. You are expected to provide valuable input on how listening is taught in your classroom. The interview questions are designed to collect relevant data for the study. Therefore, your genuine responses will have for great contribution for the success of the study.

Thus, you are kindly requested to answer the questions accordingly. I would like to assure that the information you give would be kept confidential and only used for the research purpose.

Direction: would you take a few minutes to answer the following questions?

1. From the teaching of the four major language skills including teaching grammar and vocabulary to which of them do you familiar with or interested in to teach? _____

Why? _____

2. What percent of your class time do you spend on teaching the following skills per year?

- A, Listening _____%
- B, Speaking _____%
- C, Reading _____%
- D, Writing _____%
- E, Grammar _____%
- F, Vocabulary _____%

3. Do you think that grade 11 English textbook is appropriate to teach listening?

4. Would you mention some useful suggested activities to teach listening skills? _____

5. The teaching of listening skill has its own procedures or stages. Would you explain them?

6. To what extent do you use stages of teaching listening to enhance your students' listening skill?

7. How frequently do you teach the skill of listening in each unit? Always Usually
Sometimes Rarely Never