JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

(GRADUATE PROGRAM)

A CONTENT ANALYSIS OF LISTENING LESSONS IN

GRADE 10   ENGLISH TEXTBOOK OF ETHIOPIA

BY

BIRHANU TOLASA

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE
(TEFL,MA PROGRAMME)

AUGUST, 2018

JIMMA-ETHIOPIA

A CONTENT ANALYSIS OF LISTENING LESSONS IN

GRADE 10   ENGLISH TEXTBOOK OF ETHIOPIA

BY

BIRHANU TOLASA

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE
(TEFL MA PROGRAMME)

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

JIMMA UNIVERSITY

AUGUST, 2018

JIMMA, ETHIOPIA

CONTENT ANALYSIS OF LISTENING LESSONS IN GRADE 10 ENGLISH TEXTBOOK OF ETHIOPIA

Confirmation and Approval

Principal advisor

_____   _____   _____
Name   Signature   Date

Co-advisor

_____   _____   _____
Name   Signature   Date

Thesis Evaluators:

_____   _____   _____
Principal Advisor   Signature   Date

_____   _____   _____
Co-advisor   Signature   Date

Examiner (external)

_____   _____   _____
Name   Signature   Date

Examiner (Internal)

_____   _____   _____
Name   Signature   Date

_____   _____   _____
Chairman/Moderator   Signature   Date

_____   _____   _____
Dept's Head   Signature   Date

Declaration

With my own signature below, I declared and assured that this Thesis is my own deed. I have kept all ethical and principles of intellectuals in the setting, data gathering, document analysis and accomplishment of this MA Thesis. Any scholarly matter that is included in the Thesis has been given recognition through citation and paraphrase.

This Thesis is submitted in partial fulfillment of the requirements for an MA degree at the Jimma University. The thesis is deposited in the Jimma University Library and is made available to reader under the auspices of the Library. I generously declare that this Thesis has not been submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

Brief quotation from this Thesis may be made without special permission provided that accurate and complete acknowledgment of the source is made. Requests for permission for extended quotation from or reproduction of this Thesis in whole in part may be granted by the head of the school or department when in his or her judgment the proposed use of the material is in the interest of scholarship. In all other instances, however, permission must be obtained from the author of the Thesis.

Name: Birhanu Tolossa Lamu   _____
Date: _____   Signature
Department: English Language and Literature

Abstract

Listening is a significant skill in daily communication and educational process. In spite of its importance, listening has long been the Cinderella or neglected skill in second language acquisition, research, teaching, learning and assessment. However, in recent years there has been an increased focus on L2 listening ability because of its immense and perceived importance in language learning and teaching. Because most of the time in second language learning is devoted on listening.

This study dealt with content analysis of the listening lesson in Grade ten, English for Ethiopia, Students textbook, which is being used nationally. Data were collected through Checklist, observation, semi-structured interview and content analysis to identify to what extent the listening lessons content designed is effective. The study also attempted to answer six research questions and employed qualitative content method of data analysis. The major findings of the study indicated that, "English for Ethiopia, student text book, Grade 10" was not designed as appropriately and adequately as relevant to the EFL textbook analysis criteria which could be seen from the level of suitability of English for Ethiopia. To identify these six specific research problems were identified. Therefore, the result of the finding and discussion shows that there is a high regression about the listening lesson content of the textbook that it does not meet the requirements of a good EFL listening in terms of goals/objectives, design and organization, skills, language content, topics and practical consideration. In another term, teachers cannot use the textbook as a reference to teach listening lesson the tenth graders of secondary school, because, yet it needed a lot of improvements particularly in terms of authenticity, relevance, layout and adequacy, a proportional skill, extended media, and glossaries included. That is, it does not present micro-skills in balance. This is the main issue necessitated me to analyze the content of the listening lessons in ''English for Ethiopia, student text book, Grade 10'' and find out how implicit the goals of the listening tasks are both to the students and teachers, spot the authenticity and familiarity of the listening content as input to the students based on principles of task design and materials development, describe how effective Grade 10 English listening contents are in terms of integrating different macro skills, identify whether the listening activities meet the needs interests of the students or not and find out the types of listening materials used most as listening input.

The thesis focuses on four main issues. First, it discusses the significance of listening, definition of listening. Second, it reviews the historical background, the process of content analysis of listening content, characteristics of good listening, and approaches of listening comprehension. Third, document of listening materials was analyzed. Fourth, analysis of listening content is reviewed. Fifth, researcher compiled summary, conclusion and forwarded recommendation to review teaching listening content/activities. Findings based on the review of the literature along with analysis of the content are incorporated to show significance and advantages to improve EFL learning materials and syllabus design for learners' English listening comprehension skill.

Acknowledgements

Above all, I praise and thank My God, the Almighty on His throne for His indescribable help from my birth till today in my life.

Next, I would like to express my heartfelt gratitude to my advisor Dr. Temesgen Mereba, for his constructive advice and comments, detailed aid and professional guidance. I am sincerely grateful to my co-advisor Dr. Teshome Egere, for providing me with precious, valuable, consistent and constructive feedback, comments and suggestions. Without their continuous follow-up and encouragement, the completion of this thesis would have been in vain..

My heartfelt appreciation goes to my beloved wife, Robe Tegegne, for her patience, encouragement and cordial cooperation. She has sacrificed her interest and comfort in shouldering the burden and challenge of taking care of our daughter Sena, and for her continuous advice and moral support. She always been ready to give me her warm-hearted aid.

Furthermore, I wish to acknowledge the contribution of Mendi, Mene Sibu and Nejo High school English Teachers and students for their co-operation in responding to the interview and class room observation for this thesis.

Tables of Content

Contents   **pages**

List of Tables

Lists of Figures

Lists of abbreviation and definitions

NCRLRC	National Capital Language Resource Center
ELT	English Language Teaching
FL	Foreign Language
ESP	English for specific Purpose
SLA	Second language acquisition
SSA	Sub-Saharan African countries
QCA	Qualitative Content Analysis
CLIL	Content and language integrated learning
CBI	Content-Based Instruction
TBLT	Task-Based Language Teaching
IIE	Institute of International Education
Ephemeral	Lasting for a short period of time

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1. Background of the Study

Listening is an essential skill for second/foreign (L2) language learning, particularly at the beginning stages. It internalizes the rules of language and facilitates the emergence of other language skills (Rost, 2002). Listening is also perceived as the most difficult skill to learn because of its implicit and ephemeral nature (Graham, 2003). Given the salience of listening in language learning and its perceived difficulty, strategies for effective listening can help L2 learners capitalize on the language input they receive.

Listening has for so long been a Cinderella and a forgotten skill and was not specifically taught in the classroom during the past because for many years, listening skill did not receive priority in language teaching. As a result, teaching methods emphasized productive skill, and the relationship between receptive and productive skills was poorly understood. Listening was believed to be the first stage in the linear process of language learning. First learners should listen, and then speak, and then read, then write. But little attention was given to actually helping learners developing listening skills (Gilman &Moody, 1984). This time, however, listening is assuming greater importance in foreign language classrooms. There are several reasons for this growth in popularity. By emphasizing the role of comprehensible input, second language acquisition research has given a majority boost to listening. Kirashen (1985) elaborates that listening plays a crucial role in learners' language development. In connection to this, Rost (1994:141-2) cited in Richards and Renandya (2002) points out, listening is vital in language classroom because it provides input for the learners. Without understanding input at the right level any learning simply cannot begin. Listening is thus fundamental to speaking.

In Ethiopia, too, listening skill has not been taken into account for many years in the English language teaching (ELT) methodology. Both teachers and students have emphasized language forms-grammar, not language use or communication. They have been doing questions that assess students' language skills, like listening, which do not appear in the national exams and/or because the communicative function of language is not well developed. It is not surprising, thus, if studies, in such a situation, showed that students had poor listening ability. In this day of mass communication, much of it is oral, listening is of vital importance and students should be taught to listen effectively and critically.

Now days, it has become much obligatory to incorporate listening as a skill to be treated independently. According to Teng, (1998),Richards and Renandaya,(2002), there has been increasing emphasis on listening comprehension in second language pedagogy, and this is also reflected in several methodologies and in the development of numerous listening materials such as textbooks, audiotapes, videotapes, and CD-ROMs. In 2010, a new curriculum for primary and secondary schools developed, and new textbooks have been introduced in the Ethiopian schools. And the Ethiopian Ministry of Education believes that the introduction of the new textbooks play important role in improving the quality of education in the country (MOE, 2010). Among the

curricula, Grade 10 English for Ethiopia is designed to provide a comprehensive English course for the secondary school (Teacher's Book,2010:VII). As elaborated in the teacher's book, grade ten focuses on all four language skills, developing students' survival skills as well as building confidence and learning strategies through skills practice and specific activities.

In addition, grade ten English for Ethiopia is designed to enhance interaction amongst students through pair work, group work, and whole class activities. A balance is provided between interactive, communicative exercises in the form of discussion, debate, dialogue, role play and so on. In this way, students learn and practice English which is meaningful or genuine to them and which has a real purpose and context. The author of the course book further elaborates similar to reading and writing contents/tasks; students should understand the purpose of the listening content/tasks and employ the appropriate strategy. In connection to this, Harmer (2001:231) states that one of our chief responsibilities will be to build learners confidence through offering tasks that are achievable and texts/contents that are comprehensible. Contents which the students participate in enhance their confidence, engagement and proficiency level.

According to the ideas of many scholars, listening exercises become effective when they are prepared based on contents/tasks-when students are asked to do something in response to what they hear that will demonstrate their understanding. As Ur (1984) elaborates, a good task includes a pre-test purpose. If the learner knows in advance that he/she is going to have to make a certain kind of response, he/she is immediately provided with a purpose in listening, and he/she knows what sort of information to expect and how to react it''. Sheerin (1987:126) also suggests that teaching effective listening should consider procedures such as the provision of adequate preparation, adequate support, and appropriate listening contents/tasks, together with positive feedback, content analysis, error analysis and remedial action.

When planning listening exercises, it is important to take into account the kind of real-life situation for which we are preparing learners and also the specific problems they are likely to encounter and need to practice to solve (Ur, 1984). To this effect, the researcher wanted to analyze the listening contents or tasks in the light of the new material currently being used in grade ten English textbooks in ELT classrooms.

Therefore, this research explored the extent to which issues of syllabus design and material development are employed in the Grade 10 English textbook of Ethiopia.

1.2 Statements of the Problem

Not only students, teachers also assume that listening is an easy task (Getachew, 2002).The researcher, from his experience, has also noted that most students are incapable of taking notes from plasma lessons and lectures. It is a common knowledge, therefore, that students are at risk unless something is done to upgrade their listening ability in lower grades. The problem even gets worse as most of the plasma teachers are native English speakers. Thus, in order to cope with the plasma lessons and attend lectures, students need to develop and acquire this skill in their early stages.

> *Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.*

  (NCLRC, 2004,http://www.nclre.org/essentials/listening/develop/listen.htm)

To achieve this goal, the lion's share of the responsibility goes to English teachers in equipping themselves with the necessary techniques of teaching listening skill. This in turn enables students to develop their skill of listening and to realize its benefits in academic programs.

According to Nuttall (1996) activating students' background knowledge by brainstorming the students is a more interesting requirement to understand a text that the learners should share certain assumptions about subject and the way it is applied. Some of the difficulties our students encounter are related to lack of non-verbal materials. According to Ellis (2003,p.222), tasks involving pictorial input were easier to process than those that involved written or verbal input, as they made no demands on the learners' linguistic resources. (Mishan 2005, p.11) states that, an authentic text is a stretch of real language produced by real speaker as well as, writers to convey a real message in communication. In connection to this view, Nunan (1989, p.86) also noted that tasks supported by photographs, drawings, tables, and graphs are easier to understand. It means all those materials that help or enable the learners to see and hear the English language and how it has produced from own users in real context, such as TV commercials, quiz shows, cartoons, new clips, movies, professionally audio-taped short stories and novels, radio ads, songs and sales pitches. Therefore, authentic texts are any source of input, which serve as a way to help the learner to promote an authentic interpretation. The other problem that can affect the listening proficiency level of the learners in ELT classroom is related to the relative ease or difficulty of the listening content or texts.

Regarding this, Ur (1989) states that the difficulty in listening performance is partly due to the provision of irrelevant tasks that demand the skills of reading, speaking and writing other than the skills of listening. In addition to this difficulty level, other listening activities do not encourage learners to apply classroom learning to the real world since they are based on solely pedagogic rationale instead of natural environment. The inclusion of the reading passages of the listening text appended at the back on the students' text book makes the learners not to cultivate their listening abilities. The researcher has observed frequent mismatch between the planned listening contents and the implemented curriculum in the actual classroom practices. Allwright and Bailey (1991: XV) have the following to say on classroom experiences:

> *...no matter how much intellectual energy is put into the invention of new materials (or of new approaches to syllabus design and so on), what really matters is what happens when teachers and learners get together in the classroom.*

The researcher's view is that the low level of the students' English language proficiency can also be attributed, among other factors, to the way language teaching-learning materials contents are designed as well as to the methods of teaching employed. If the preparation of teaching-learning materials is not based on solid theoretical considerations of syllabus design and materials development, it can have an adverse effect on the quality of education, because "In sub-Saharan African countries (SSA), teachers depend more on textbooks; most SSA teachers follow textbooks to structure and conduct their lessons" (World Bank Working Paper, 2008:52) in Yohannis (2015). In this regard one would argue that overdependence on textbooks will also have its own adverse effects if the books are not designed properly taking learner differences as well as principles of language learning and materials development into account.

Due to the new curriculum incorporated the listening texts into the learners' textbooks, the teachers and the students faced great problems to classroom practices in teaching listening skills in the foreign language classrooms. For example, Tewelde (1988) studied the actual listening ability of the junior secondary school students in comparison with the listening required of them in understanding their subjects.

A report by the Institute of International Education (IIE, 2012) in Yohannis (2015), noted that teaching English to non-English speaking students is a significant challenge in Ethiopia, since many teachers of English are not native speakers and their teaching is highly dictated by the textbook. The Training Policy of the country also confirmed that the low mastery of the English language at all levels of the educational system is a glaring weakness, and in order to correct this situation special attention will be given to the training of teachers; efforts will be made to improve the English language skills of the students, through improving the existing teaching-learning materials and developing and distributing additional reading materials (MOE, 2002:143) in Yohannis(2015).

Tesfaye (2008) explored factors that contribute to the problem learners' encounter in EFL listening comprehension in Bahir Dar University. The study indicated that learners' listening difficulties emerged from the defects of the listening materials used in the course, from the students lack of exposure to native speaker English, and from the inconvenience of the listening environment where the EFL listening took place. The textbook is the most important resource for EFL classrooms in Ethiopia, defining the course to be followed and the teaching and learning processes for language learning. Therefore, it is necessary to understand through an educational perspective the curriculum design employed in the textbook, and the language learning processes used based on communicative approach, which is the current and favorable approach to English teaching.

There is a scarcity of research that analyzes the content of foreign language textbooks listening skills and the language learning experiences evoked in the textbooks in Ethiopia. Furthermore, most studies in the area of language learning have focused on ESL, rather than the content and context of EFL learning.

Hence, all of these studies typically do not focus on the analysis of the listening lessons content currently being used in grade ten course books. And this instigated the researcher to analyze the affairs. Therefore, this study aims to shed light on some general strategies of research questions with particular reference to Grade ten English textbook listening lesson content.

This study, thus, aims at analyzing the listening lessons content in ELT in secondary schools materials in light of new curriculum recently in use in grade ten English textbook is designed in relevance to listening lessons and the listening sub-skills.

1.3 Objectives of the Study

1.3.1 General Objectives:

The main objective of this study is to analyze the contents of the listening lessons/tasks being given or used in grade 10 English textbook in the light of the current theories of communicative tasks using Nunan's (1989) frame work.

1.3.2 Specific Objectives

The aim of this study is to examine the extent to which considerations of syllabus design and materials development are employed in the grade 10 English textbook: *English for Ethiopia: Students Textbook: Grade 10.*

This study specifically tried to:

1. Show the kind of relationship between the listening texts included in the textbook and the actual listening lessons taught in the classroom.
2. Find out how explicit the goals of the listening tasks are both to the students and teachers.
3. Spot the authenticity and familiarity of the listening contents/tasks (activities) as input to the students based on principles of task design and materials development.
4. Describe how effective Grade 10 English listening contents are in terms of integrating different macro skills.
5. Identify whether the listening activities meet the needs and interests of the students or not.
6. Find out the types of listening materials used most as listening input.

1.4. Research questions:

1.4.1. General Research Questions

The study answers the following central research questions: What language learning and teaching theory/theories inform the design and development of the Grade 10 English Language textbook?

The study tried to answer the following specific research questions:
1. What kind of relationship is there between the listening texts in the text book and the actual listening out classroom?
2. How implicit are goals of the listening tasks both to the students and teachers?
3. To what extent are the listening contents/tasks (activities) authentic and familiar to the students?
4. How effective are Grade 10 English listening lessons contents in integrating different macro skills?
5. Do the listening activities meet the age and interest of the students or not?
6. What types of listening materials are used most as listening input?

1.5 Significances of the study:
The new course book which has been designed recently within the framework of the communicative approach to language teaching is now in use in all secondary schools in the country. In relation to this, analyzing the English language listening contents/tasks that is currently in use in the classroom is important to get a clear picture of students' listening abilities.

As far as the researcher's knowledge goes, such type of listening lesson content analysis has not been conducted in Ethiopia. Therefore, it is likely to make contributions in creating clarity as well as refining existing approaches in some ways pertaining to ELT task design and teaching-learning materials development.

To this effect, the finding of this study is hoped to give valuable information for syllabus designers and material developers who may use to modify and improve teaching materials that facilitate students' listening abilities. In connection to this, teachers can get some insights to adapt materials that can ease students' listening difficulties in ELT language classrooms. Moreover, researchers who are interested in classroom practices may use the findings as a benchmark for further investigation that could lead to the improvement of teaching listening skills in grade ten.

1.6. Limitations of the Study
This study was limited to the analysis of listening lessons content included in grade 10 offered for the students studying at the tenth grades of public secondary schools in Ethiopia currently used in school year. It is because the related literature reveals that random selection of participants and having more sample size is not suitable for the analysis. The limitation of this study is as a result is that the research is limited to only one group. Therefore, the findings of the study were not generalized to all grade levels found in Ethiopia.

1.7. Delimitations of the Study
This study was analyzed listening lesson content in Grade ten English textbook of Ethiopia which is designed as a syllabus in education in context of Ethiopia. This study limited to an analysis of grade ten listening comprehensions contents/tasks in practice as a result of the introduction of the new course book, teacher's guide and the specified syllabus.

The scope of the study is delimited to the Grade10 English textbook of Ethiopia. This grade level is the first cycle secondary school where all subjects are offered in English.

1.8. Definitions of terms and abbreviations.

NCRLRC	National Capital Language Resource Center
ELT	English Language Teaching
FL	Foreign Language
ESP	English for specific Purpose
SLA	Second language acquisition
SSA	Sub-Saharan African countries
QCA	Qualitative Content Analysis
CLIL	Content and language integrated learning
CBI	Content-Based Instruction
TBLT	Task-Based Language Teaching
IIE	Institute of International Education
Ephemeral	Lasting for a short period of time

REVIEW OF RELATED LITERATURE

This chapter presents the critically reviewed selected literature on considerations of ELT syllabus/course design, the perceptions and theoretical foundations behind it, the contents or components involved in the process, as well as principles of language learning and materials development. It also conceptualizes principles related to formatting and presentation of content analysis in developing a syllabus.

2.1 Definition of Listening

The first communication skill we engage in when we are born is listening.Matinee(2000),defined listening as an active process requiring the same skill of predicting, hypothesizing, checking, revising and generalizing that writing and reading demand. The International Listening Association (www.listen.org) defines listening as the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages (1996). Underwood (1989) defines listening as an activity of paying attention to and trying to get meaning from something we hear.

Rost(2002) defines listening as a process of receiving what the speaker actually says receptive orientation; and creating meaning through involvement, imagination and empathy (transformative orientation).

2.2. A Brief Historical Background of Teaching Listening

In spite of the importance of listening in the development of the communicative and cognitive skills, it did not start to take its place in language teaching curriculum for long years. However, in recent years, with the emphasis given in communication in language teaching, listening started to take its long deserved place in language programs. Although there are different perspectives to teaching listening, the success of each perspective somewhat depends on addressing and minimizing the listening comprehension problems experienced by language learners. This literature review aims to review the basic concepts related to the place and importance of listening skill in learning English as second or foreign language, and, in the light of the related literature, it focuses on listening comprehension problems experienced by second and foreign language learners.

As Muluken (2008,7),Listening, as one aspect of language, has undergone different developments. Although the direct method of language teaching was widespread for about 100 years, it did not pay due attention to the listening skill and was not incorporated in the language learning syllabuses (Rost, 1990).

2.3 Importance of the Listening Skill

Listening plays an important role in communication in people's daily lives and in classroom settings. As Guo and Wills (2006), state it is the medium through which people gain a large

proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values.

Rost (1994) explains the importance of listening in language classroom as follows:

1. Listening is vital in the language classroom because it provides input for the learner.

2. Authentic spoken language presents a challenge for the learner to understand language as native speakers actually use it.

3. Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in their language (p. 141-142).

Saricoban (1999, online) adds listening is a medium through which children, young people and adults gain a large portion of their education, their information, their understanding of the world and of human affairs, their ideas, sense of values and their appreciation.

2.4. The Nature of Listening

Because of the complex nature of listening and the fact that is a covert skill, it is not easy to arrive at a through definition of the whole of it. According to Buck (2001)

> *[a]process [in which]… the listener takes the incoming data, The acoustic signal, and interprets that using a wide variety of information and knowledge, for particular communicative purpose; it is an inferential process, an ongoing process of constructing and modifying an interpretation of what the text is about , based on whatever information seems relevant at the time. (p.99)*

Therefore, listening is the process in which individual focus on selected aspects of oral input to construct meaning from the passage. Also Hedge (2000, p. 288) said, "Listening ability will develop automatically through exposure to the language and through practice of grammar, vocabulary and pronunciation." It is, understanding speaker's accent or pronunciation, the speaker's grammar, vocabulary and comprehension of meaning. It provides the perfect opportunity to hear voices other than the teacher's, enables students to acquire good speaking habits as a result of the spoken English they absorb, and helps to improve their own pronunciation. In other words it means that, listening is more useful than speaking English for specific purposes is, because the listening activity seems to require more recognition vocabulary from the foreign language learners for a rapid comprehension than a sophisticated and complex knowledge of syntax.

2.5 The models of Listening tasks

Two views of listening have dominated language pedagogy since the early 1980s. These are bottom-up and top-down interpretation view. The bottom-up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (phonemes) to complete texts (Richards and Renandya 2002). According to this view, phonemic units are decoded and linked together to form words, words are linked together to form complete, meaningful texts.

Cook (2001), in Haregewoin (2003), also states that listening involves both bottom-up and top-down processing where the former means listening to information that comes from the speaker and the latter refers to using background knowledge and expectations to make meaning while listening. In connection to this, according to Richards (1990) the bottom-up processes include the following:

- Scanning the input to identify familiar lexical items;
- Segmenting the stream of speech into constitutions,
- Using phonological cues to identify the information focus in utterance,
- Using grammatical cues to organize the input into the constituents.

The alternative view, top-down process suggests that the listener actively constructs or, more accurately, reconstructs the original meaning of the speaker using incoming sounds as cues. In this reconstruction process, the listener uses background knowledge of the context and the situation within which the listening tasks place to make sense of what he or she hears (Richards and Renandya, 2002).

Earlier reviews of research in L2 instruction call attention to the critical role of both bottom-up and top-down processes in comprehension. These days, it is generally recognized that both bottom-up and top-down strategies are necessary in developing courses, materials, and lessons; it is important to teach not only bottom-up processing skills, such as the ability to discriminate between minimal pairs, but also to help learners use what they already know to understand what they hear. Activities which work on each strategy separately should help students to combine top-down and bottom-up processes to become more effective listeners in real life situations or longer classroom listening.

2.6. Types of Listening

Different scholars have made attempts to show the different kinds of listening. Anderson and Lynch (1988), for example, divide listening into two namely,

1. **Reciprocal listening**: Which provides opportunity to interact and negotiate meaning.

2. **Non-reciprocal listening**: in which information is transferred (gained) from one source.

Richards (1985) also groups types of listening as:

1**. Conversational**: listening to causal speech.

2. **Academic**: listening to lectures, presentations etc in academic context.

(Rost, 1990), taxonomy, categorizes types of listening in to four: global, selective, intensive and interactive listening as follows.

a) **Extensive/Global listening**: This is listening to the overall sense of a given text that enables students to develop the ability to extract a topic or theme of a text to generalize what the text is all about. Brown (2004, p.120) viewed extensive listening as a way to develop a global understanding of spoken language. As including in their book Aalam and Sinha (2009),

> *[…] therefore, we must incorporate extensive listening, which is not focused on minute details and activities to keep students stimulated and also to provide a range of listening input and functions. These aims can be considered and attained in activities using literary or creative texts such as short stories, poems or even songs. (p.6)*

b) **Selective listening**: Unlike the first one, this is listening for the purpose of deriving specific information from any text. This implies that we should not listen to everything said but that we need to be purposeful and selective.

c) **Intensive listening**: Rixon (1986), explained extensive listening as a situation in which a person engaged in listening to something in a relaxed way, not concentrating on every word, but for the sheer pleasure of the content of what is said and focuses on listening to features of language systems after the text is well understood. Intensive listening is discussed as a situation where a person has to listen with great attention like the case of employee listening to his/her boss's orders. This is perhaps the more widely-used form of listening practice in modern classrooms.

According to Brown (2004), intensive listening is listening for perception of the component (phonemes, words, intonation…) of a larger stretch of language. In addition, Flowing Geoffrey and others (1980, p. 73), intensive listening defined as follows:

> *[…], intensive listening is concerned, in much more controlled way, with just one or two specific points. There is one important division to be made – the listening can be primarily for language items as a part of the language-teaching program, or it can be primarily for general comprehension and understanding. (p. 120)*

In sum, intensive listening refer to the listening when the teacher presented to guide students through any listening difficulties, and pointed them to areas of interest. Harmer (2001, p. 229) stated that, teachers in intensive listening use material to when they want to make their student practice listening however its use is not enough because the teacher plays a big role in listening activities, and he concluded their role in classroom by many characteristics:

Organizer: the way teacher explains exactly the purpose of their listening and gives them clear instruction about it.

Machine operator: Is the material before use in the classroom in order to do not waste time in which teacher knows the appropriate time when to stop the machine to ask questions then restart it again.

Feedback organizer: It is a supportive organizing feedback after listening when we counter any negative expectation students might have. Harmer (2001, 232), after the process of listening the teacher should lead a feedback to check if the operation completed successfully.

Prompter: the teacher may let the students listen again in order to notice the language and spoken features.

d) **Interactive listening:** This is listening to give the appropriate responses/feedback to a speaker. The term 'appropriate' here means that the responses should be carefully selected based on the speakers personality or cultural styles. In relation to this Nadig (2006, online) states in active listening we are active in checking out our understanding before we respond. We restate our understanding of their message and reflect it back to the sender for verification. The disadvantages of recorded materials are: visual cues are not present, when students listen to recorded materials on audio tape, and tapes and recorders used in the classroom are not always of a high quality. The advantages of live listening is discussed by Rixon as it is spontaneous and there is access of students to interact with speakers by showing their understanding (or lack of it)

through expression, gesture, or simply by speaking for clarification or repetition. The disadvantage is expressed as live listening experiences cannot be repeated exactly or small sections cannot be replayed or paused in the way that recorded material allows.

Generally, one can learn, from these categories of listening, that we use different strategies of listening for different purposes. Hence, listening lesson activities need to be designed with the intention of developing these listening skills.

2.6.1. Different types of Listening Materials

Rixon (1986) has listed different types of listening materials such as extensive and intensive listening and recorded and live listening. Recorded listening material is the use of recorded tapes or cassettes for listening comprehension. Recorded materials have their own advantages and disadvantages. The advantages include the materials allow the non-native teacher to bring the voice of native speakers into the classroom; the teacher or student can pauses the recorded material where he wishes, students, on their own, can use the materials either in or outside the classroom and taped materials give students the chance to hear several people talking at the same time.

2.7. The Material Design to Develop Listening Skill

We should also look at the type of materials we use to teach listening comprehension. Unfortunately for our students, many textbooks contain stilted, artificial dialogues which have absolutely no resemblance to real speech (Richards, 1983). There are four aspects of listening skill. That is acoustic input, the different types of linguistic knowledge, general world knowledge, and the context of the Communication. According to Buck (2001:4) Acoustic input is the external input to the process of the listening comprehension representing the meaningful sounds of the language (phoneme). Further, there are some aspects in:

> …*acoustic input* such as *phonological modification, stress and intonation*
> *(the listener should pay attention to indicates clausal boundaries to identify*
> *word and sentence functions), and redundancy and shared knowledge (use*
> *the knowledge of the language to "replace" any missing information.*

The second aspect of listening skill is different types of linguistic knowledge which refers to the system of language comprehension works and processing idea unit (syntactic and semantic factor) and processing connected discourse (cohesion). The third listening aspect according to Buck is world knowledge to be applied through the process of inference involving bridging inferences and elaborative inference. The last listening aspect is the context of the communication related to pragmatic interpretation and speech acts (indicate the intention on requesting, promising of ordering, indirect speech act).

2.7.1 Developing Listening Lessons' Content

In order to develop the importance of listening in learning foreign language, many researchers argued that introducing some authentic material is very momentous that has a vital role in developing listening students' skill.

As (Sabet,2012)stated, exposures to authentic materials improve students' listening comprehension abilities &motivation. Besides,(Sabet,2012,p.218),stated the more interest to authentic speech, the more develop in listening comprehension skill. Hadley (2001) concludes that use of real or simulated travel documents, hotel registration forms as:

> *[…] labels, signs, newspaper, and magazines will acquaint students more directly with real language than will any set of contrived classroom materials used alone. (p.97)*

It means that, authentic listening materials motivate students highly with interest how language is used in real context and narrowing the distance between them and the target language. Moreover, Rost (1994) believed that authentic material are an important tool for teaching listening, because it presents a challenge for the learners to understand language as it is actually used by native speaker (p.141).

2.8. Authentic Materials in teaching Listening Lessons Content

Authentic materials course book are the appropriate source in enhancing learning listening skill. The importance of authentic materials in teaching English as a foreign language in classrooms give general overview about some of their sources, their advantages and disadvantages, factor to consider when selecting them.

2.8.1. Definition of Authentic Materials

It would be wrong to say that materials are entirely neglected in educational research when based on two kinds of teaching materials; non-authentic and authentic materials. In the literature in the second language acquisition and learning, the term authentic materials means different things to different people; therefore, it has been defined in number of ways. Also, Hitler (2005, p. 04), stats that authentic materials are any text written by native English speakers for native English speakers. According to Tomlison (1998, p. viii), authentic material is a text which is not written or spoken for language teaching purposes. A newspaper article, a rock song, a novel, a radio interview and a traditional fairy story are examples of authentic text. It means that, authentic materials are designed for the purposes of communicating information. As Saderson(2009, p.75), authentic materials are materials that we use with the students in the classroom and that have not been changed in any way for ESL students.

2.8.2 Types of Authenticity

According to Mishan (2005, p. 15), authenticity may be something that is realized in the fact of interpretation, and may be judged in terms of the degree of participation of the learners. In these, sense Mishan (2005, p. 16) states that there are four types of authenticity.

2.8.2.1 Authenticity of Text

It refers to the input data used for students. In other words, Mishan (2005, p.11) explains, an authentic text is a stretch of real language produced by real speaker as well as, writers to convey a real message for the purpose of communication. Therefore, authentic texts are any source of input, which serve as a way to help the learner to promote an authentic learning.

2.8.2.2. Authenticity of the Learners' own Interpretation of Text

It is the learners' discovery of the convention communication in the target language and learners' understanding of authentic materials as natural social situation of the language classroom. It means that, by authentic material students can acquire the foreign language as it is in native speakers, with all its own features. Moreover, Glisan (1994 in Seguni 2009, p. 43) claims that, "students process information in meaningful ways, take responsibility for their own learning, and become independent learners."

2.8.2.3. Authenticity of Task Conductive to Language Learning

Task authenticity is the purpose to which language input is put, to the actual way of using materials in language teaching. In other words, authentic tasks are the good method that can involve opportunities for learners to think about the real language and the responsibility to use those materials by their own.

2.8.2.4. Authenticity of the Actual Social Situation of the Language Classroom

It is creating relevant context in conjunction with materials by teachers to associate with the text that the learners use and with the way of its use, situation as well as the interactions with it.

2.8.3. Authentic Versus Non- Authentic Materials

This is a comparison made by some teacher; is between a recording of natural speech among native speakers and recording made for English language learners.

Table1. Differences between Authentic and Non-Authentic Materials (In Hedge.2000, p. 42)

Authentic language	Non-authentic language
Variation in the speed of delivery often fast	Slaw space with little variation
Natural intonation	Exaggerated intonation pattern
Natural features of connected speeches: elisions	Carefully articulate pronunciation
Variety of accents	Received pronunciation
Any grammatical structures natural to the topic	Regularly repeated structures
Colloquial language	More formal language
Incomplete utterances	Complete utterances
Restricting in longer more complex sentences	Grammatically correct sentence
Speakers interrupt or speak at the same time	Speakers take carful turns
Speakers use ellipsis (i.e. miss out parts of sentences)	Ellipsis infrequent
Background noise present	Background noise absent

As can be seen, the above table shows many features that distinguish authentic from non-authentic materials. As for language is concerned, authentic materials provide a close relation with the target language since they introduce all the natural features of the language which enable the learners to access all those features as it is in real language such as pronunciation, intonation, incomplete structures of expressing meaning from its different types.

2.9. Categories of Authentic Materials

According to Lingzhu &Yuanyuan (1966 p.3), authentic materials classified into three categories:

2.9.1. Authentic Visual Materials

It refers to the materials such as, slides, photograph, painting, picture from magazine which plays an important role in teaching process as they provides learners with opportunities to use language in interesting situation and they can help them to communicate their ideas.

2.9.2. Authentic Printed Materials

These are any materials in written form such as newspaper articles, movies advertisement, maps, comic book, lyrics and songs. According to Jacobson, Degener, and Gates (2003, p. 01), printed materials are used in ways that they would be used in the lives of learners outside of their adult education classes.

2.9.3. Authentic Listening-Viewing Materials

Authentic listening-viewing materials are those materials that enable the learners to see and hear the English language and how it has produced from own users in real context like, TV commercials, quiz shows, cartoons, new clips, movies, professionally audio-taped short stories and novels, radio ads, songs and sales pitches. Therefore, the present author thinks the appropriate definition should be that authentic listening materials are real, natural and spontaneous spoken language materials to represent the source of authenticity in classrooms to enhance learners listening skill.

2.10. Sources of Authentic Materials in EFL Courses

In today's globalized world the most commonly sources used are newspaper, TV programs, magazines, the internet, movies, songs, brochures, comics and literature. Some sources of authentic materials and their impact on teaching foreign language listening are:

A. Literature

As cited in Mishan (2005, p. 97) that, the definition of literature is writing that are valued for their beauty of form, specially novels and poetry and plays. According to him the use of literature in language learning vied in the context of increasing attitudes and approaches to the study of literature in the native speaker's community. Mishan (2005, p. 100) argues that literature can be used with all students levels, to link cultures and to enhance students knowledge of the target language and its culture. In using any kind of literature text, the focus should be on teaching language not literature**.**

B. The Broadcast Media

As a tool for language teaching media, printed or broadcast ones have always been used to facilitate the task of language learning. In addition, it consist many genres in commons vied. Mishan (2005, 132) states that broadcast media offer the most diversified set of genres.

i. Television

According to Oxford learner's pocket Dictionary, Television is pies of electrical equipment with a screen on which you can watch movies and sounds.

Figure 1. TV in use with a class in the 1970s

(In Lee and Winzenried, 2009, p. 64)

Lee.and Winzenried (2009, 61) claims, television was seen in industry, government and tertiary education as being able to provide the desired expert instruction. In other words as related in Mishan (2005) that teacher need to be aware that using television for language learning create a medium when learner probably the most familiar. Thus, television is an authentic source providing foreign language learners with target language and developing listening skills. It enriches students' English vocabulary, lexical power, and enhancing their listening skill when it enables them to see their linguistic features (p.135).

ii. Radio

Mishan (2005, 138) claims that, using radio is one of the more easily accessible forms of authentic listening practice we can provide the learner. Moreover, its use makes them more familiar with foreign language culture. In conclusion, the broadcasts media have more interest in acquiring foreign language, as they provide outside world into the classroom.

iii. Newspaper

According to Mishan (2005, 154), newspaper are the most easily available and accessible of the news media-anyone, anywhere can buy and less ethereal than their broadcast counterparts. Newspaper in classroom is a product of motivation when students encouraged acquiring the linguistic complexities of language product. Therefore, newspaper is an authentic materials, its use in learning make the learner more focus and closer with the language in context (154)

C. Songs

Music is an excellent alternative for language learning because, nowadays thanks to technology, learners can listen to songs anytime, everywhere, which helps them to learn new authentic language expressions while entertaining themselves because it is global language. In relation of songs and music to L1, it develops L2 learning music and song are consistently well represented in the language classroom (Mishan 2005, 196). As Tourki (2013) claims that, songs give an excellent authentic example of grammar in action that enables learners to use sentence structure than spoken language. In other words, songs can be helpful for comprehension, where students concentrate their lyrics and practice pronunciations in real language and improve their listening skill.

D. Films

According to Mishan (2005, 223) films is the one that is designed to appeal most directly and fully to our emotions and it is also the one most clearly entrenched in learners' minds as a

medium of entertainment. It means that any teacher who has used the film in class enhances students learning as well as enjoys them. Film can enhance students listening skill, by seeing the linguistic features of language as it is in context. Films provide learners with familiar information taken about the native speakers culture, where this cultural information taken from the implicit-values and ideals, to the explicit- so students see how people speak, move, behave.

E. ICT

Mishan (2005, 241) states that, ICT is internet technology that has a great excitement on notion among the language teaching community and the most source of authenticity in classroom.

F. Internet in Courses

It is a computer based global system that the internet has made it possible for people all around the world to communicate with one another effectively and expensively (Microsoft Encarta Premium, 2009).

G .Web Sites

Use of web as an authentic source is useful starting point in language skill learning particularly, listening, when it offer cites that contain materials produced for L2 speaker like, songs, poetry, newspaper, commercial and informative sites. As Tourki (2013), online newspaper and chat rooms gives opportunities for students to read authentic materials that provide them with cultural knowledge and they allow learner to visit many sites to look for the language in real context.

H. E-Mail

Is widely used Internet application that enables individuals or group of individuals to quickly exchange massages, As cited in Mishan (2005, p. 250), the largest communication system in the world is computer technology to connect human-to-human, rather than human-to-machine communication. In other words, via online communication, students about the target culture by means of interacting with native speakers and develop their writing, speaking and listening skills. In addition to these, sense of authentic materials computer soft ware is one of authentic sources.

I. Computer Software

According to Oxford, advanced learner's dictionary, computer is an electronic machine that can store, organize and find information. It is used to enable students to interact with personal computer as well as, with each other. Moreover, Lee and Winzenried (2009, 74), computer is discrete teaching tools and had minuscule impact on the nature of teaching and the development of traditional academic skills. Therefore, students of foreign language can use other means of education on computer not just the internet but also CD-ROM which contains many of the programs have excellent visuals and sounds which make the education attractive and it includes many games that involve a great amount of receptive skills; reading and listening.

In general, authentic materials play important role in the learning foreign language process as it develop the learners skills especially the productive.

2.11. Advantages of Using Authentic Materials

In order to go beyond the limited classroom environments and to achieve more development in language classroom, teacher make use of many aids and in order to fit learner in real world of

foreign language they goes to provide their classes with some authenticity that is delivered by authentic materials. As Undrwood (1989), authentic materials allow the students to hear as much more real act of communication with all the interactional features which are not normally found in scripted materials. It gives them a true representation of real spontaneous speech with its hesitation, false, starts and mistakes, which will make them more able to cope with real life speech when they meet it outside the learning situation. (p. 100). That is, by authentic material students can acquire the foreign language as it is in native speakers, with all its own features.

Authentic materials are the good method that can involves opportunities for learners to think about the real language and the responsibility to use those materials by their own. As Israelson (2007, 13) says, using authentic materials in the classrooms is a fool-proof method and diet for success learning.
Another important aspect of authentic materials are argues by Martinez (2000), are:
➢ Students are exposed to real language when it keeps them informed about what is happening in the world.
➢ Textbook do not include inaccurate English.
➢ Authentic materials create a sense of achievement; it may be inspirational for some students.
➢ Language is reflected into material with choice of styles, genres, and forms of authentic text.
➢ Listeners are exposed to how people speak and how display hesitation, pusses, false starts, and knowing topic and be familiar with incomplete structures of language.
➢ Authentic materials motivate students in many sides reading, more than that, their listening skill.
In sum, authentic materials are appropriate sources of instruction and information for a learner to make them relevant with the foreign language to develop their listening skill.

2.12. Disadvantages of Using Authentic Materials

The main criticism made to those materials is that they are sometimes too difficult for learners of a foreign language to access it. According to Hedge (2000), the difficulties of authentic materials lie in the speed of speech delivery, varying accent and background noise. In addition, Martinez (2000, 6) states authentic materials difficulties as:
❖ They may be too culturally biased; their difficult represents in culture gap.
❖ The vocabulary might not be relevant to the student's immediate needs, which means that, vocabulary may not the needs of students.
❖ Too many structures are mixed; it is so difficult for beginners.
❖ Special preparation is necessary of the text and activities is often time Consuming.
❖ Accents and dialect are varied in listening.
❖ The material can become outdated quickly such as news.
In sum, authenticity in teaching language is subject debated for it is positive impact on developing learners' listening skill to meeting their needs and facilitating the listening for second language.

2.13. Factor to Consider When Selecting Authentic Materials

In selecting text for classroom, Hedge (2000, 245) stated that one solution is to choose conversation with clear setting, role, relationships, topic and structures and to take flexible approach to the concept of authenticity.

2.13.1. Criteria for Selecting Authentic Materials

According to Seguni (2009, 46) for the material to be effective, some criteria have to be taken in to consideration.

Authenticity: the selected material should serve communicative goals in authentic way.

Accessibility: the material should be not difficult for the learners to access and understand, and be suitable for the teacher to use them.

Appropriateness: the selected text should be suitable for the age, levels, needs and interests.

Applicability: the authentic materials should focus on the teaching context and achieve the objectives needed.

Adaptability: It is necessary for teacher to adopt some authenticity in their classes to interesting way to ensure the learners' comprehension.

2.14. Applying Authentic Materials in Classroom Listening

Listening as productive skill has great impact on learning foreign language and we should make more interest to develop this skill. According to lynch (2009, p.93), as with any teaching materials, if the teacher decides that a particular set of listening materials is deficient in some respect, it may be possible to adopt or supplement it. Therefore, introducing authentic listening materials is one important to improve students' true listening ability in English and to fit them on the target language. As Matinee (2000,.38), the teacher should exploit more authentic texts in all levels of language instruction in order to involve students in activities that reflect real-life listening. In conclusion, since a goal of listening skill is for communicative, it is necessary to implement authentic materials that contribute in strengthen learner listening skill so more acquiring of foreign language**.**

2.15. Content and Content-Based Language Teaching

2.15.1 What is content?

Although content is used with a variety of different meanings in language teaching, it most frequently refers to the substance or subject matter that we learn or communicate through language rather than the language used to convey it. Approaches encouraging demonstration, imitation, miming, those recommending the of objects pictures, and pictures, and audiovisual presentations, and proposals supporting translation, explanation, and definition as aids to understanding meaning have appeared at different times in the history of language teaching. Content is the subject matter of language teaching not grammar or functions or some other language-based unit of organization, but that is subject matter from outside the domain of language.

2.15.2. Content-Based Instruction

It is needless to say that task-approach teaching requires a great deal of planning for activities, purpose, and outcome. The Content-Based Instruction (CBI), in some ways, is a solution to the amount of time taken developing tasks content. Language and content subjects are integrated and the goal is that students study the target language with a particular subject (e.g. history, geography, mathematics) and at all academic levels (primary, secondary and tertiary).

The CBI educational approach not only uses the target language as the medium of instruction, but both content and language are the concern of teaching content. It emerged in Europe and has become a very popular framework for teaching foreign languages particularly in European countries. Studies show that CBI helps students save time within the overall curriculum, learn faster, and be more motivated than a traditional classroom setting (Wolff, 2009). In content-based instruction, English textbooks listening is of utmost importance to find out whether the content is interesting, offensive, fair or discriminatory (Byrd, 2001, 417).

The present study sought to analyze the relative content prominence of listening lessons in Ethiopian English textbooks of high school or grade ten. It also attempted to determine the relative frequency of culture-biased content and its relevance.

2.16. Characteristics of Good Listening

Good listening is a critical communication life skill. Listening does not only improve chances of being a successful student, but also of building good relationships at home and in the workplace. As a student, the main goal is comprehension, and this involves listening actively. Active listening is a conscious activity, to hear and understand the idea behind the words. Active listening, known as reflective listening, is the skill of listening closely and reflecting back the information to the speaker. Patricia Wilson (2006) explains when engaged in active listening, the listener mirrors or reflects the information by re-stating or paraphrasing what the speaker has said, followed by a question to check for the accuracy of what we thought we heard.

Effective listening requires the listener's participation and meaning is generated depending upon the listener's desire and ability to engage in thinking and listening, as well as on prior knowledge of the speaker's language use and topic.

In active listening, the listener is genuinely interested in understanding what the other person is thinking, feeling, wanting or what the message means. This verification or feedback process is what distinguishes active listening as effective, Intensity, Empathy, Acceptance, Recognizing responsibility for completeness

Effective listening: The ability to listen effectively is a core skill in a range of interpersonal situations (see Bostrom, 1997). Some of the features that underpin good listening and its role in oral communication are explored in more detail.

- ◆ Listening and hearing is not the same thing.
- ◆ Listening is an active process.
- ◆ Listening requires effort.
- ◆ Listeners do not receive the same message.

A. Non-Verbal Listening

Listener maintains positive attitude; avoids distracting mannerisms, keeps attention focused on speaker, maintains eye contact, nods and smiles when appropriate.

B. Focus of Attention or Concentration

Attention may be defined as the visual portion of concentration on the speaker. Through eye contact and other body language, we communicate to the speaker that we are paying close attention to his/her messages.

C. Acceptance: Listener accepts ideas and feelings: That's an interesting idea can you say more about it?

D. Empathy: Empathy is the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another. Sympathy is having common feelings. (Merrian Webster's Collegiate Dictionary, 10th edition)

E. Probing

Listener probes in a helpful way but does not cross examine: "Could you tell me more about that? Why did you feel that way? Listener follows up: "A few minutes ago you said that . . .

F. Paraphrasing: Listener paraphrases to guarantee that she/he has understood correctly and to assure speaker that this is so.

G. Summarizing: Listener summarizes the progress of the conversation from time to time.

2.17. The Process of Listening

In teaching the listening content which is the substance or subject matter to be achieved, the students have to be versed with techniques and know the process of learning listening precisely as far as their knowledge.

As shown above in various definitions of listening, people experience several stages during the listening process. In the related literature, top-down and bottom-up are two common processes that are usually mentioned related to the process of listening (Rost, 2002). Anderson and Lynch (2003) state that effective listening involves a multiplicity of skills and they list four steps that make up the process of listening in face-to-face conversation:

1. The spoken signals have to be identified from the midst of surrounding sounds.
2. The continuous stream of speech has to be segmented into units, which have to be recognized as known words.
3. The syntax of the utterance has to be grasped and the speaker's intended meaning has to be understood.
4. We also have to apply our linguistic knowledge to formulating a correct and appropriate response to what has been said (p. 4).

Cook (2001) emphasizes the difference between 'decoding' and 'code breaking' in the process of listening. Decoding refers to processing language to get the message whereas code breaking refers to processing language to get the rules. Cook states that "teaching involves both getting students to decode messages from language and to code break the language system from what is heard" (p. 102).

2.18. Task and task-based language teaching

2.18.1. What is a Task?

As Branden (2006), defines a task is an activity in which a person engages in order to attain an objective, and which necessitates the use of language (p. 4). (Ellis, 2003), specifically points out:

> *A task is (1) a classroom activity or exercise that has: (a) an objective obtainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange;(2) a language learning endeavor that requires learners to comprehend, manipulate, and/or produce the target language as they perform some set of work plans. (p. 4)*

As (Richards and Rodgers, 2001: 224) pointed out, the notion of task is the central unit of planning and teaching. Prabhu (1987:2) defines task as an activity which required learners to arrive at an outcome from given information through some processes of thought and which allowed teachers to control and regulate that process. As him the task is seen as a derived outcome seen as a goal-oriented activity. It is also similar to that of Ellis in that the involvement of cognitive processes on the way to end, i.e. an outcome or a goal.

For Nunan (1989: 10) task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. He treats task as an activity focuses on meaning and 'classroom work'. This reveals that a task is a classroom activity which demands learners to use the target language meaningfully.

As Swain (2001: 9) task is any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. According to Willis (1996: 53), a task is a goal-oriented activity in which learners use language to achieve a real outcome to solve a problem, do a puzzle, play a game or share and compare experiences. Like other language activities, a task can engage productive or receptive, and oral or written skills, and also when we examine the above definitions closely, we can realize that all definitions of task are based on the key assumptions of TBLT. From Breen's definition, we can understand that a task has specific objective, central idea in which it is built, phases to be undertaken one after another and takes students to a given outcome at the end. Ellis also sees task as, work plan with content-oriented outcome and requires the learners to achieve an outcome and students need to plan their work how to arrive at the end.

Nunan (1989), Richards and Rodgers (2001: 231) divides tasks into two broad categories: real-world and pedagogic tasks as follows:

A. Real-world tasks- are tasks which are designed to practice or rehearse those tasks that are found to be important in a needs analysis and turn out to be important and useful in the real world.

B. Pedagogic tasks- are classroom tasks. These are tasks which have a psycholinguistic basis in SLA (second language acquisition) theory and research but do not necessarily reflect real-world tasks. According to (Richards, *et al.* 1986: 289) cited in Nunan (2004:2) a pedagogical task is:

> *...an activity or action which is carried out as the result of processing or understanding language (i.e.as a response). For example, drawing map while listening to a tape, listening to an instruction and performing command may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative . . . since it provides purpose for a classroom activity which goes beyond the practice of language for its own sake.*

In this definition, we can see that the authors take a pedagogical perspective. Tasks are defined in terms of what the learners will do in class rather than in the world outside the classroom (ibid). They also emphasize the importance of having a non-linguistic outcome. Breen (1987: 23) cited in Nunan (2004:3) offers another definition of a pedagogical task:

> *. . . any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. 'Task' is, therefore. assumed to refer to a range of work plans which have the overall purposes of facilitating language learning from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision-making.*

This definition is very broad implying as it does that just about anything the learner does in the classroom qualifies as a task. It could, in fact, be used to justify any procedure at all as 'task-based' and, is not particularly helpful. More circumscribed is the following from Willis (1996), 2001): a classroom undertaking '. . . where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome'. Here the notion of meaning is subsumed in 'outcome'. Language in a communicative task is seen as bringing about an outcome through the exchange of meanings (ibid).

2.18.2 Task-Based Language Teaching (TBLT)

Task-based Language Teaching (TBLT) was originally based on the belief that students may learn more effectively when their minds are focused on the task, rather than on the language they are using (Willis, D. and Willis, J. 2001). In the traditional EFL teaching, tasks have been 'extension' activities as part of a graded and structured course. Some methodologists have simply incorporated tasks into traditional language-based approaches to teaching. Others, more radically, have treated tasks as units of teaching in their own right and have designed whole courses in two ways of using tasks as task supported language and task-based language teaching. In task-supported teaching, tasks are mainly used as a means for activating prior knowledge of students while in task-based teaching tasks comprise the foundation of whole curriculum. In both cases, tasks have been employed to make language teaching more communicative.

The Task-Based Language Teaching approach exposes students to real-world communicative contexts, allowing opportunities for spontaneous manipulation of language and for exchange of pragmatic meaning. Another characteristic of the task based approach is its holistic dimension, where students are able to deal with various aspects of language in an integrated form. According to Branden (2006), a task is also "'holistic' in the sense that it involves the learners' knowledge of the different sub-areas of language: phonology, grammar, vocabulary and discourse-to make meanings" (p.7). In this sense, although the task-based approach does not exclude the linguistic focus on form, a long-standing debate exists with regard to the role form plays in second language acquisition, and consequently, in how to establish tasks that best deal with the form-function language relationship conceived as an important feature of the pedagogical approach (Long & Norris, 2000; Skehan, 1998). Six tasks types and design features are described in the literature to serve as guided instruction to be applied according to the topics and aims of a lesson as listening, ordering and sorting, comparing, problem-solving, sharing personal experiences, and creative tasks. (J. Willis 1996)

Pica, Kanagy, and Falodun (1993) also categorized the tasks according to the interactions that occur in task accomplishments as: the jigsaw tasks, information-gap tasks, problem-solving tasks, decision-making tasks, and opinions exchange tasks. Additionally, the task approach as presented through a cycle of procedures like the pre-task where preliminary explanations are given in pairs students make decisions about the tasks, along with preparing a report for the whole class and comparing results with other groups and students examine and discuss features of the texts, and the teacher helps recall the elements studied (J. Willis, 1996). Therefore, textbook designers must be especially attentive in developing course design that is aligned with current research and approach innovation.

2.18.3 Components of Listening Lesson contents/Tasks
Tasks are composed of different elements. According to Wright, (Nunan (1989), a task should contain at least two main elements: input data (pieces of information that students are provided like abstract of an article, picture, maps, etc.) and initiating question (activities that initiate students to work with the input). Candlin (1987) extends this number to seven and suggests that a task should consist of input, roles, settings, actions, monitoring, outcomes and feedback. As Nunan(1989),says tasks consist of five elements, condensing the last three components of Candlin into one, as roles. These are goals, input, activity, roles (of teacher and students) and settings.

A. Goals
Nunan (1989: 48) defines goals as general intentions behind any given communicative activities and learning tasks. They may be related to a range of general outcomes (communicative, effective or cognitive) or may directly describe teacher or learner behavior. Communicative activities with no goal cannot encourage learners' interest in verbal participation, when communication is with no goals, this activity is not a real task (ibid).Goals establish a bridge between the task and curriculum. Sometimes goals can be inferred from an examination of tasks,

if they are not explicitly stated. This means that there is a goal in a task. There may be one-to-one relationship between goals and tasks. In some cases a complex task involving a range of activities might be simultaneously moving learners towards several goals. Therefore, goals are the necessary elements of communicative tasks that play very vital role in the entire process of communicative activities.

B. Input
Listening inputs are materials or texts of any kind that students listen to in any listening lessons (Rost, 1990). According to Anderson and Lynch (1988), listening materials are of three kinds:
a) Static texts: Descriptions or instructions in which the relationship between items in the text is likely to be fixed.
b) Dynamic texts: Story telling /recounting incidents which involve shifts of scene and time.
c) Abstract texts: Expressing people's opinions /beliefs.
It is clear that the writers put the types of texts in their order of complexity. Thus, the first two seem to be appropriate for lower grades and the last for advanced learners. This does not mean that it is impossible to use any one of them if the purpose and level of students permit to do so. In line with this, The National Capital Language Resource Center (NCLRC 2004, online) and Ur (1996) advice considering the following factors that help to judge the relative ease or difficulty of a text.
- ➢ How is the information organized? /chronological, main ideas first then details and examples next/
- ➢ How familiar are the students with the topic?
- ➢ Does the text involve multiple individuals and objects? (Same/opposite sex)
- ➢ Does the text offer visual material to aid what listeners hear?
- ➢ Are there pauses /repetitions in the speech?
- ➢ Are the pronunciation, vocabulary and grammar appropriate to the students' level?

Another point worth considering is the question of variety. It is a common knowledge that students experience different background, interest and ability. Ur (1996) and Harmer (2003) list the following:
- a) **Live**: students listen to someone in front of them and interact with her/him
- b) **Recordings**: students listen to audio cassettes or watch video and perform tasks.
- c) **Teacher talk**: students listen to the teacher's informal talk and conversations will follow.
- d) **Authentic materials**: natural language used by natives or competent speakers.
- e) **Adapted materials**: materials modified to fit the needs and levels of a particular group (Ur, 1996; Richards, 1985).

The scholars list dictates that students should not only be provided with artificial texts but also real-like or authentic texts because it enables students to attend to non-verbal aspects of communication, such as gesture, facial expression, pause, and hesitations etc, which aid their understanding. This, however, demands devotion and creative mind. The theories of second language acquisition agree that, for learning second (L2) language, learners must be exposed to a considerable amount of language input either in natural or artificial teaching settings. Ellis (1997) considered that input is used to refer to the language that is addressed to the foreign

language learner either by native speaker or by another foreign language learner, furthermore, input is also a term used to mean the language that the students hear or read (p.127). In other words, Input is the material on which the learners work. The input of a task can be gathered from a wide range of sources such as letters, newspaper extracts, stories, family tree, whether forecast, maps, drawings and shopping lists (Williams and Burden, 1997; Nunan, 1989). Nunan (1989), justifies that authentic materials encourage to use real world materials because they provide natural language, opportunity for the learners to deal with meaningful messages and let them see what they learn in the classroom is relevant to what they need to do outside.

C. Activities/contents

Activity refers to the behavior that participants do with the input, which forms the point of departure for the learning task Nunan (1989).In the same vein, as Williams and Burden (1997) say, activities specify what learners actually do during task accomplishment. They are what the learners are asked to do with a given input. An activity should clearly state the procedures for undertaking the task - what the learner has to do from the beginning up to the end, whom to work with (individually, in pair, or in group),what is expected of him/her during and after the task, and when he/she is expected to complete it.

When we design tasks/activities, the NCLRC (2004, online) advises to keep in mind that complete recall of all the information in an aural text is an unrealistic expectation to which even native speakers are not usually held. Listening exercises that are meant to train should be success oriented and build up students' confidence in their listening ability. More specifically, the purposes of the listening content should be to enable students develop the following listening sub-skills.

1. Adapting to speaker's sound variations.
2. Perceiving and discriminating sounds (stress, intonation, pitch) with in utterances
3. Inferring information not explicitly stated.
4. Deducing the meanings of unfamiliar words.
6. Inferring links between sentences. (Cause, effect...)
7. Recognizing markers of cohesion.
8. Identity relationship among units within a discourse (major ideas, generalizations, supporting ideas, examples).
9. Maintaining continuity of context for predictions and verification of propositions.

Rost (1990) broadly categorizes these activities/tasks in to three namely on-line, retrospective and prospective tasks.

a) **On-line tasks**: These are contents carried out while students are listening to a text. Note taking and completing a table are good examples of such an activity. These tasks require listening and doing the tasks simultaneously

b) **Retrospective tasks**: Such tasks require responses formulated after listening to a text and summarizing.

c) **Prospective tasks**: This tasks demand learners to give their prediction on a given topic (context) prior to listening to the text. "What do you expect in the passage? What do you think

will happen next?" type of questions let students to forecast. As to the nature of questions in the contents or tasks, they can either be closed (objective) or open (subjective) (Rost, 1990) or they may range from no response up to long response questions (Ur, 1996). The choice is determined by the purpose of listening and level of students.

Richards (2001) elaborates that tasks in the textbook should be flexible and appeal to different styles and strategies and should not favor one type of learner over another (P.2).

D. Roles: The fourth important component of a task is role. Role, according to Nunan (1989: 79), refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. Roles are parts which are played in carrying out the task. It is this component that specifies the roles played by both teacher and students.

E. Settings: Setting is the social arrangements in which the task is carried out (Wajnryb, 1992). Nunan (1989: 91) defines settings as the classroom arrangements specified or implied in the task, and it also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. Simply, setting is the place where a task is done. This can be either classroom or outside, in pair, group or individually. As we can see in Nunan's definition, a task may or may not be completed in the classroom. There are possibilities in which the task is started in the class and to be completed outside the classroom.

2.19. Learners Role

The development of communicative language teaching has had a dramatic effect on the roles that learners are required to adopt and engage them in a communicative tasks. As I have illustrated under the components of communicative tasks, role is the part that students and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between participants, learners require to adopt a range of roles which are relatively unfamiliar in traditional classroom instruction. Candlin and Nunan (1987) state that learners to be adaptable, creative, inventive and most of all independent. Any activities which encourage learners to think about the nature of the language and ways of leaning imply a more critical and reflective learner role than those in which the learner is memorizing or manipulating language. For instance, helping learners to discover what ways of learning work best for them and developing ways for them to organize what they have learned, through making notes and charts, grouping items, and by interacting with fellow learners and the teacher, asking questions, listening regularly to the language

2.20. Teacher Roles

Nunan (1989) elaborates that roles of teachers and learners are, in many ways, complementary. Giving the learners a different role (such as greater initiative in the classroom) requires the teacher to adopt a different role. Harmer (1991) and Macháčková (2009) said that there are eight main roles for teachers as an organizer, controller, evaluator, resource, tutor, and investigator, prompter and as a participant. According to Breen and Clandlin (1980) cited in Nunan(1989), the teacher has three main roles in the communicative classroom. The first is to act as facilitator of

communicative process, the second is to act as participant, and the third is to act as an observer and the learner. The key role of the teacher, as to Done Byrne (1976), is his ability to motivate and arouse his students' interest and involve them in what they are doing. He adds, the job of a teacher is to provide the learners with opportunities to use the language for themselves. According to Harmer (1991:239), is to give clear instructions about what exactly the students' task is and create friendly atmosphere.

2.21 The Role of teaching materials for listening lessons content

Teaching materials are a key component in most language programs. Whether the teacher uses a textbook, institutionally prepared material, or his or her own materials, instructional materials generally serve as the basis of much of the language input learners receive and language practice that occurs in the classroom (Richards, 2001). In this case, when plans regarding the role of materials in a language program are made due consideration should be needed in the use of authentic and created materials. Some scholars have argued that since authentic materials contain authentic language and reflect real-world uses of language, they are much preferred than contrived materials. However, some books, almost consists of both artificial and authentic materials. Regarding this, Clarke (1989:79) cited in Richards (2001) states that the distinction between authentic and created materials is become increasingly blurred. He further reasoned out that many published materials incorporate authentic texts and other real-world resources. When designing course books and instructional materials, the aims of the course book should correspond as closely as possible to the aims of the teacher, and both should seek to meet the needs of the learners to the highest degree.

The relationship between teacher and course book is an important consideration and at its best when a partnership which shares common goals to which each side brings its special contribution. Regarding this, Cunnings worth (1995:7) elaborates that, "the partnership is helped when aims and objectives are well defined, and when the different but complementary roles of the teacher and course books are clearly perceived and well balanced." This shows that the designed curriculum or course book should match the aims and objectives in which the learners' engagement is enhanced to attain the desired goal of classroom practice.

2.22 Evaluation of listening content of text book and adaptation

2.22.1. Evaluation of Listening Content of English Text book

Cunningsworth(1995), informs that there are three types of materials evaluation: Pre-use evaluation, in-use evaluation, and post-use evaluation. Pre-use evaluation is when there is no actual experience of using the book for teachers to draw on. In-use evaluation refers to textbook evaluation whilst the materials are in use. Post-use evaluation provides retrospective assessment of a textbook's performance and can be useful for identifying strengths and weaknesses which emerge over a period of continuous use.

Sheldon (1988:28) states, "No book or set of materials is likely to be perfect and even though it is clear that course book assessment is a subjective and a rule-of thumb activity, and that no neat

formula or grid." This scholar tells us that though course books are important elements in the language classroom, they are not a perfect element in language learning environment. Thus, to identify particular strengths and weaknesses in course book already in use, teachers should get some insights how to evaluate text books. In-use evaluation refers to textbook evaluation whilst the materials are in use.

Many writers have stated about the use and role of good teaching materials. Shaw & McDonough (1993) out lined that materials are often seen as being core of particular program and visible representation of what is happening in classroom because inappropriate choice may waste funds and time (P.65). As them, the selection of a good textbook is valuable. The researcher wants to elaborate particularly what Cunnings worth (1995) mentioned on language skills. She states that:

- Are all four skills adequately covered, bearing in mind course aims and syllabus requirements?
- Is there material for integrated skills work?
- Is listening material well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension?
- Is material for spoken English (dialogue, role plays, etc.) well designed to equip learners for real life interactions?
- Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g. paragraphing) and use of appropriate styles?

Text books might have some defects, and teachers are there to evaluate their students' interest in relation to the activities, tasks, and contents in the text book. Teachers need to develop confidence in evaluating tasks and activities in the text book in relation to their students' age, language competence, culture and level of difficulty of tasks. However, how confident are teachers to evaluate, adapt, and supplement the text book?

2.23. Adapting content of listening Lessons text book

Adaption is essentially a process of matching. Its purpose is to maximize the appropriacy of teaching materials in context by changing some of the internal characteristics of a course book to better suit particular circumstances.

> *"Making changes to textbooks in order to improve them or to make them more suitable for a particular type of learner. Adaptation can include reducing, adding, omitting, modifying and supplementing. Most teachers adapt materials every time they use a textbook in order to maximize the value of the book for their particular learners."*
> *(Tomlinson, 1998: xi)*

A course book is not intended to be a Bible. Too often teachers follow it 'religiously' and do nothing else, nor do they include outside materials in their teaching. For such teachers, the researcher of this study wants to illustrate the concept of adaptation.

Textbook and related teaching materials /media have adapted continuously to the ever-changing and growing challenges and demands of learning English as a foreign language, to new findings in foreign/second language research and theory construction advances in information technology (...) Wen-Cheng, Chien-Hung and Chung-Chieh, 2010:91).

Prabhu (1987) states, adaptation of a text or course book is a process of changing a text from being unproductive, boring and repetitive to more interesting, productive and appropriate to the level of students. In connection to this, Cunnings worth (1995) states that no textbook will be totally suited to a particular teaching situation, hence, the teacher will have to find his/her own way of using and adapting it as necessary. In other words, when a given listening activities do not possess clear objective, it does not help learners to generate ideas, how and what to do in practicing listening activities suggested in the text.

Therefore, it is worthwhile to modify materials to suit to the students' level of proficiency, making it attractive and participatory. Material adaptation is, indeed, a very worthwhile activity giving added life and impact to even every ordinary course books.

2.23.1. Reasons for Adapting course materials

The main reason for adapting a text book is for a whole range of operating variables in teaching situation because the materials should aim to communicative and authentic. For instance in grade ten English students textbook, there are certain short comings in presentation of contents in terms of relevance and authenticity .Likewise listening lessons and passages are inauthentic, because they sound too much like written materials being read out. Subject-matters are in appropriate for learners' age and intellectual level. In addition, photographs and other illustrative materials are not culturally acceptable and there is too much or too little variety in the listening activities. Besides to this, amount of material too great or too little to cover in the time allocated to lessons. Therefore, a reason for adapting can be thought of as dealing with the modification of content, whether that content is expressed in the form of exercises, activities; texts and instructions tests. This is most likely being expressed in terms of need to personalize, individualize, or localize the content. We take 'personalizing' here to refer to increasing the relevance of content in relation to learner's interests and their academic, educational, or individual needs. This adapting has the following techniques: Adding which include expanding and extending, deleting which include subtracting and abridging, modifying which include re-writing and re-structuring, simplifying and re-ordering.

Consequently, once a course book has been chosen, teachers may wish to make substantial changes to respond to the environment, taking account of needs, or putting principles into practice. Because of these reasons, the teacher may wish to adapt the course book. In this example, the teacher does not have the option of abandoning the course book, perhaps because it is the required text for the course, the learners have already taken it, or overall it has more positive features than negative features.

2.24. Listening Lesson Framework

Having an appropriate text and a well designed task, still, doesn't guarantee success in developing listening skills unless one uses them in a certain procedure/ framework. Regarding this, Candlin (1987) in Rost (1990) states that tasks need to contain six elements: input, setting and roles, procedures, outcomes, monitoring and feedback. These elements suggest what a listening lesson should consist of. Many scholars believe that good listening lessons go beyond the task itself and recommend that a listening lesson need to have three main stages: pre-listening, while-listening and post-listening (Rixon, 1986).

1. Pre-listening: Preparation stage, which involves tasks such as activating previous knowledge of the learners and teaching vocabulary, prepares students for the tasks that they are going to do while listening (Richards, 2005).

2. **While** -**listening**: A stage at which students are made focus their attention on the listening text and part of the lesson, learners do activities such as listening for gist, and sequencing that help them to comprehend the text.

 3. **Post-listening**: A stage at which students show their reaction to the text and the lesson is integrated with other skills and gives students a chance to state their opinions about a topic.

Rees and Peachey (2008), BBC online, argue that these stages are what people naturally do in their everyday lives.

They explain:

> *When listening to an interview to a famous person, they probably know something about the person already (pre-listening) when we listen to something, we do so for a reason. Students too need a reason to listen that will focus their attention (while-listening). Because we listen for a reason, there is generally a following reaction (post-listening).*

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This section will present the research methods to be employed to conduct this study, such as the research design, data gathering tools or instruments, sampling, procedure and data analysis.

3.1. Research Design

As the aim of this study was analyzing the contents of the listening lessons included in Grade 10 English textbook, of secondary school of Ethiopia because the textbook is being used nationally in government or public and NGO Schools, qualitative content analysis was employed.

3.2. Population and Sampling

The subject of the study was grade ten (10) English textbook for Ethiopia. Therefore, this study took all the 17 (16 males and 1 female) teachers who were teaching in grade ten in Mene Sibu, Mendi and Nedjo Senior Secondary School in all the 3 schools in the 2 towns, Mendi town Administration and Nedjo town Administration. 8 of them taught English from 1 to 10 years and the rest 9 taught English for more than 15 years. All the teachers had a bachelor of education in English language and Literature. Of these, 4 teachers (23.5%), from 2 schools, were selected by their consent for the classroom observation. As a result, **10** students were selected from the three school total grade 10 students using non-probability or purposive sampling based on their academic achievement (C.R.Kothari, 2004:15, 59).

3.2.1 Geographical Location

The geographical location where sample data was gathered is found in Ethiopia, Oromia region West Wollega which contains 21 Districts and three Administrative cities. The location map of the study area is Mendi town and Nedjo town, Ethiopia (MSWLMO, 2008). (See Appendix H)

3.3. Research Method

As the aim of this study was to analyze the listening lessons content/tasks being or currently used in grade ten English for Ethiopia, students' textbooks, a qualitative type of research design was employed to achieve the desired goal. The method used in this study was qualitative content analysis (QCA). QCA provides the means to analyze the meaning of qualitative material in a systematic way. Textbook content can provide qualitative categories that can be rearticulated and re-signified, going beyond a format complied.

3.4. Instruments of data Collection

In order to obtain adequate information for this study, data was gathered through multiple techniques including checklists, observations, interviews and content analysis. These instruments are preferred to others because they have been proven by researchers.

3.4.1 Checklists

According to Mukundan et al. (2011), a checklist is an instrument that helps practitioners in English Language Teaching evaluates language teaching materials. The textbook is the most essential resource for ESL/EFL programs, because it enables to define the content and teaching/learning activities that were benefit to teachers and students. In order to develop these aims, several checklists have been generated that cater to general characteristics and criteria for teachers to reflect about the quality of the textbooks and its use for particular teaching-learning contexts.

Therefore, checklists were used for the study because it offers the most economical and reliable means of reaching a decision concerning the goals, relevance, adequacy, authenticity and setting & relative suitability of the listening content under scope (see appendix F). For the checklist items that dealt with aspects of curriculum design, Nation and Macalister's (2010) components were incorporated into the checklist (see table 2).

The levels of analysis used in the content of the textbook include two levels:

Level 1: Impressionistic evaluation which involves an overall presentation and analysis of the textbook related to its design, table of contents, distribution of units, lessons and sections in the book as stated in chapter four.

Level 2: In-depth evaluation which examines separately and more analytically the treatment of the different skills, reading, listening, writing and speaking and the ways of assessment practices provided through the book.(Nation and Macalister's (2010) language curriculum design.

Table 2: The levels of analysis used in the content of the textbook include two levels:

No	Theoretical Basis	Element (Aspects)	Checklist Items
1	Nation and Macalister's (2010) language curriculum design components	Considering the environment (setting)	The textbook designer took into consideration the level of students' proficiency in every unit(**relevance**)
		Discovering needs(relevance)	The textbook is compatible with age appropriate topics and interests of the learners(**authentic**)
		Following principles	The activities are well-designed in allegiance with appropriate (**appropriacy**)
		Goals	The objectives are spelled out in the introduction part and the material align goals, instruction, and assessment
		Content and sequencing	Included in this study
		Format and presenting material	The content in the units are constantly being recycled and repeated, through either a linear, modular or cyclical format
		Monitoring and assessing	In every unit there are opportunities for assessment
		Evaluation	included in this study

3.4.2 Interview

An interview is a focused debate among two or more people face-to-face and using the interview in research can assist the researcher to gather valid and reliable data pertinent to the research questions and objectives (Cohen et al., 2011). The interviews focus on qualitative research in a specific field and they are concentrated on investigating interviewees' perspectives.

The semi-structured interview was chosen to be used in the study because of its advantages over the other two types, and because it is commonly employed in NAs in ESP (Long, 2005c; Kim, 2006). It was used to collect some information about the participants' perceptions, views, needs, attitudes, likes and dislikes regarding the ESP course. Seen as the gold standard of qualitative research (Silverman, 2000: 51), the interview is described as a conversation with a purpose (Burgess, 1984: 102) that 'offers different ways of exploring people's experience and views' and allows the researcher to probe beneath the surface of issues in order to see them from each participant's perspective (Richards, 2009: 183). In addition to checklists, interviews were considered the most suitable technique because the researcher wants to collect in-depth information on the research problem which otherwise cannot be achieved through the use of a questionnaire (Hinds, 2000; Cohen et al., 2011). However, the students' interview questionnaires was translated into students' mother tongue language (Afan Oromo), and administered to the students in the presence of the researcher in order to explain points which were not clear to the students (See Appendix C).

Thus, I used this tool in order to get in-depth data about the study whether the listening lesson's content is relevant or not to the students who learn the lesson and teachers who teach the subject for the research being conducted.

3.4.3. Observation:

Observation is the systematic process of recording the behavioral patterns of people, objects and occurrences without necessarily questioning or communicating with them**.** As Seligher and Shohamy (1989), observation allows for close investigation of classroom practices while it is going on at the spot. For this matter, the researcher conducted a personal observation in order to collect the necessary data and to achieve the desired. Thus, one checklist was prepared (See Appendix D)

3.4.4 Content Analysis

As Weber (1990, p.117) puts it content analysis is a research method that uses a set of procedures to make valid inferences from text, and it has several advantages in comparison with other research methods. Content analysis is a set of procedures for collecting and organizing information in a standardized format that allows analysts to make inferences about the characteristics and meaning of written and other recorded material. According to Cohen et al. (2007), content analysis or latent level analysis, in a broader sense refers to the process of summarizing and interpreting written data, whereas, in a narrower context, it is a strict and systematic set of procedures for rigorous analysis, examination and verification of the contents of written data (ibid., p. 475).Then in order to obtain information whether the designed listening contents is relevant to students to exercise the different listening sub-skills or not, it was

mandatory to analyze the listening lesson content of textbook and the teacher's guide. Therefore, referring to the teachers guide and the nature of the listening exercises an attempt was made to list and qualify the sub-skills that each exercise enabled students to practice (See Appendix E).

3.4.4.1. The process of content analysis

Cohen et al. (2007) define content analysis as the process of coding, categorizing, comparing and concluding. According to Dörnyei (2007), coding is used to reduce or simplify the data while emphasizing their specific features in order to connect them to broader concepts, e.g. categories, whereas "code" is simply a label attached to a chunk of text intended to make the particular piece of information manageable and malleable(ibid, p.250).(see appendix G). Finally, concluding stands for drawing theoretical considerations on the basis of the text and the results of the analysis (Cohen et al, 2007).Then narrative qualitative content analysis followed by the interpretation of the underlying context without coding (Timula 2005 J.W. Creswell, 2011, 12). Cohen et al.(2007) stated the following essential features of the process of content analysis:

1. Breaking down text into units of analysis;
2. Undertaking content analysis of the units;
3. Presenting the analysis in economical form as possible (ibid. p. 476).

3.5. General FL listening content analysis

It must be noted that different educational realities require different criteria, so, what is important, is to identify one´s own priorities and to draw up a range of categories according to them. These criteria can also comprise some parts of the commonly acknowledged checklists used for course-books evaluation in general and provided by numerous experts in the field that focus on more or less the same attributes of materials, as follows: financial affordability, physical availability, visual appearance, methodology and methodological guidance, interesting topics and appropriate handling of skills and stereotyping, correspondence with the syllabus, etc. (Ansary & Babaii, 2002; Cunningsworth, 1995; Harmer, 1998; Ur, 1999).

The content and the length of the check-lists depended on a lot of factors, as already mentioned, except for the circumstances in which the textbooks are going to be used, whether one evaluates teaching material for general purposes or looking for a specific feature. However, it is important to limit the number of criteria used and, the number of questions asked, to manageable proportions. Otherwise, we risk being swamped in a sea of detail (Cunnings worth, 1995, p. 2).

3.6. Textbook Listening lesson content analysis for suitability

Textbooks are a media through which teachers and pupils communicate each other in an effort to forward the teaching and learning process.

As previously stated, there are situations when one analyses an FL course-book to determine whether it is suitable from one particular point of view. In such cases, we are limited by the number of criteria that, on one hand, can be considered to be an advantage, because we are not overwhelmed with a huge amount of categories. On the other hand, the careful construction of a useful checklist gains extreme importance, as inappropriately set guidelines might negatively affect the whole process of analysis and consequently the results of the investigation, too.

3.7. Procedure for Data Collection

After the researcher selected a specific design for the study which is consistent with the objectives of the research, the next step was to collect the research data. In collecting the data, it is important to use procedures which elicit high quality data, since the quality of any research study depends largely on the quality of the data collected and the data collection procedure. In collecting the data for this study, all necessary ethical procedures followed.

3.7.1 Procedure

The procedure of data gathering consisted of four steps as follows: (1) the textbook being analyzed, *"English for Ethiopia: Student Textbook:Grade10"* was made available; (2) researcher overviewed the listening content of the textbook to see the general overview of the textbook; (3) analysing document of the listening lesson content of the textbook based on the EFL textbook evaluation criteria (checklist) and (4) additional information about the textbook was collected through interviewing the tenth grade's English teachers and students using judgment or deliberate sampling.(C.R. Kothari, 1990(2004):59).

The required data was collected in the following procedures:

➢ First of all, 4 teachers who disclosed their consent to be observed were selected for the classroom observation. Then, the teachers were observed, 2 times each, for 2 weeks.

➢ While the classroom observation was going on, content analysis of the text book, particularly the listening lessons, was made and the rest 5 teachers were made fill in the checklists.

➢ Finally, those 8 teachers filled in the interview questionnaire after the classroom observation was over.

3.7.1.1. The procedure of content analysis

The above listed components of content analysis were preserved to be the fundamental for a qualitative oriented procedure of text analysis. Among the number of procedures of qualitative content analysis two approaches are central: inductive content and deductive content analysis (Mayring, 2000).

According to Kiippendorff (1980),one of the leading scholars on content analysis, six procedures must be addressed in every content analysis. They are:

1. Develop rational
2. Define important terms
3. Determine method of sampling
4. Determine unit of analysis
5. Formulate coding categories (see appendix G).
6. Analyze data
7. Conclude & Report

3.8. Methods of Data Analysis

Data analysis of qualitative research is a complex process which arises from the range and variety of the data and epistemological position adopted by the researchers (Newby, 2010). Qualitative data analysis involves organizing, accounting for and explaining the data, in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities(Cohen et al., 2011, p. 537). In addition, Newby (2010) demonstrates that data analysis happens constantly through the life of any qualitative research

and it can be broadly described practically which covers three consistent processes such as data reduction, data display and drawing conclusion and verification.

The information collected from the three data gathering tools was analyzed qualitatively. Both the data gained from the interview questionnaires and from analysis of the listening lesson were compared with the data obtained from classroom observation i.e. the data was analyzed in an intermingled manner. The researcher organized the data that was collected qualitatively and proceed to the analysis and interpretation.

After all the listening lessons content was analyzed, the researcher went back to the first unit of textbook listening section, along with the notes for unit 1, and review of analysis was written appropriately. Thus, the checklist ensures that the analysis could be undertaken by analyzing the units through the criteria established in the checklist. The process of going back and forth into the unit, and analyzing the notes observed, creates the ability to develop inferences and identify the results. As a result, the methods of qualitative data analyses to be made were described separately, clearly and adequately.

3.9. Materials and Document Analysis

Analysis is the ability to break down material into its component parts in order to understand its organizational structure. Analysis requires an understanding of both the content and the structural form of the course book, and therefore learning outcomes using analysis constitute a higher level of thinking than comprehension and application.

As far as the listening materials are concerned, there is one textbook, "English for Ethiopia: Students textbook: Grade 10." This textbook's listening lessons content was described and analyzed. The analysis is conducted based on the standard of EFL listening teaching materials evaluation given in the review of literature (Samuels, 1994; Ur, 1984).

Based on the criteria, therefore, the content analysis examines whether the target listening materials are adequate to meet the intended objective of learning to listen, and analyze how far logical is the listening lessons contents and activities of the listening tasks, how far the material keeps students' learning needs, interest and how far the listening lesson contents were relevant, adequate and authentic.

3.10. Ethical Consideration

The objectives and purpose of the study were explained to the concerned bodies like district education office department before data gathering. Then ethical clearance was obtained from the office department, directors and supervisors of the school. The study was reviewed and approved by ethical review approved committee and formal letter of cooperation obtained from Jimma University, college of social sciences and humanities, department of English language and literature before conducting the analysis.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

The previous chapter explained the research design and methodology in the analysis of textbook's listening lessons contents. This chapter reports the results of the textbook listening lesson content analysis which is provided as a general.

4.1 The General Overview/ information of the course of the textbook

The general information of the textbook gives brief information of the internal information which is mostly indicated in the textbook. The English textbook for Ethiopia, student's textbook, Grade 10, contains 12 units which provide unbalanced focus to other micro and macro-skills. As stated on the teacher's guide, " Grade 10 focuses on all four language skills equally, fostering students' initial survival skills and builds autonomous, self-esteem and learning strategies through skill exercise and practice specific content activities." The researcher, nevertheless, has analyzed the lessons' contents and activities and addressed unbalanced distribution of these as shown in the following table 3.

Table 3: Allocation of lessons content Activities for the academic Year per unit

Units	Features and overall contents of lessons/activities in figures										Total
	Int.	List.	Spe.	Rea.	Wri.	Lan focus	Voc	Study skills	Fun w. words	Ass.	
1	1	3	3	3	3	7	-	1	1	1	22
2	1	4	4	2	4	4	3	2	-	1	24
3	1	3	2	3	3	7	1	2	1	1	22
4	1	1	4	4	2	4	1	1	1	1	19
5	1	2	5	3	4	4	1	2	1	1	23
6	1	1	7	4	3	5	1	-	-	1	12
7	1	1	3	3	5	4	1	3	1	1	22
8	1	1	3	2	3	8	-	1	1	1	20
9	1	2	4	3	4	3	2	2	-	1	22
10	1	1	5	2	2	7	2	-	-	1	21
11	1	3	5	3	5	3	1	1	1	1	22
12	1	2	5	2	2	6	1	1	1	1	21
Tot.	12	24	50	34	40	62	14	16	8	12	250

As indicated in the table above, the new English for Ethiopia, Students textbook; Grade 10, which was revised in 2003 E.C. (2010 G.C.) by the author Donna Bailey and it is prepared by the Federal Democratic Republic of Ethiopia, Ministry of Education, printed in Malaysia, consists of different sections that have a broad range of language contents. These sections include introduction, reading, listening, language focus, vocabulary, speaking, writing, study skills, fun with words and assessment. The textbook is designed to provide a comprehensive English course for the first cycle of secondary school, meeting the requirements for the English Language Syllabus. The course is intended therefore to develop students' understanding and use of English both as a subject and a medium of instruction in secondary school. As a result, grade

10 English for Ethiopia focuses on the development of listening, speaking, reading, and writing skills for communication in a wide variety of contexts, informal to formal. It also focuses on the understanding and application of English grammar rules, as well as the development of vocabulary particularly, subject-specific vocabulary that relates to other areas of the secondary curriculum. Important sub-skills are developed throughout the course too, such as understanding, applying spelling rules using a dictionary; and punctuating written work correctly.

It also aims at facilitating the development of language in meaningful contexts which are suited to secondary school students. Thus, topics covered in grade 10 English for Ethiopia follow the English Language syllabus, which are directly linked to other school subjects and reflect the national focus on science and other. But for reading and listening, increasing use of authentic materials is not made absolutely. In addition, Grade 10 English for Ethiopia is designed to encourage interaction amongst students through pair work, group work and whole class activities. But a balance is not provided between contents or tasks to exercise in the form of discussion, debate, dialogue, role play, and independent exercises in the form of composition writing, silent reading, and grammar practice.

4.1.1. Features and contents of the course material

Grade 10 English for Ethiopia consist of 12 units based on a topic, with each unit divided in to two parts-'A' and 'B'. Each unit covers 11 periods to be accomplished on a 34-week school year and consist of 10 teaching periods and one assessment period and four revision units and an end of year examination. Every unit is based on a topic and consists of several sections that cover a broad range of language.

In each unit there is an **introduction** section which introduces the topic, purpose and aims to stimulate students' motivation, interest and inspire students' curiosity and helps the teacher and students to elicit their prior knowledge about the topic so that new language and skills can be built on what students already know.

In addition, in each unit there is at least one **Reading** section, often two. This **reading** section is another section among the macro-skills that aims to develop students' reading skill including the ability to read for different purposes to increase students' reading speed that promotes learners for various purpose of reading to comprehend and to read between lines and provide the context of for new vocabulary to enhance students' word power and acquire new vocabulary, the focus is given in the *increase your word power* part. Besides this, the exercises encourage students to infer the meanings of unfamiliar words and expressions from context. The understanding and use of grammar rules, how words are formed   in English is focused on in the **language focus** section.

Among other section the course material gave great emphasis to the **speaking** section in which the students develop the skills to communicate effectively in different situations, both formal and informal. The **writing** section which is designed to develop a range of writing including descriptive, narrative, discursive, and expository texts are activities to promote students' writing performances. On the other hand, the **study skill** and **assessment** part were designed in the new material that made unique feature from the earlier English curriculum. The study skill aims to

develop students' independent study skill and prepare students for exam. In the same way, the assessment sections appear at the end of every unit that basically based on students' learning competencies for that unit.

Hence, the main concern of the researcher was the **listening lessons content** section which only has 24 tasks. Similar to the other macro-skills, students should know or understand the purpose of a listening task and then employ the appropriate strategy. In comparison to the rest, this section has the least tasks or activities.

4.1.2 Allocation of Time for the listening contents/ activities

Portions and Topics covered in English for Ethiopia student textbook, Grade 10 follow the English language syllabus that covers a 34-week academic year, with each of 12 units divided into 4 periods a week. According to the guide to lesson planning, the listening tasks are allocated with other tasks/activities as can be revealed from table 4:

Table 4: Annual Guides to lesson planning of the Listening Task/Content.

Unit	Page(s)	Week	Lesson	Task	Topic of the lesson
One	2-4	1	L2	A1.3	Listening: Derartu Tullu
		2		A1.4	Reading :East African Athletes
	8-9		L 6	B1.1	Listening: A great player
		2		B1.2	Reading: A newspaper extract
	11	2	L7	B1.3	Language focus: Adverbs of frequency
				B1.4	Listening: Keeping fit
				B1.5	Speaking: Health and fitness
Two	19	4	L13	A2.3	Listening: Watch that baby
				A2.4	Reading: First Aid
	21-22	4	L15	A2.8	Reading: Ayantu to the rescue
				A2.9	Listening: A nose bleed
	23-24	5	L17	A2.12	Increase your word power: Remembering and reminiscing
				B2.13	Study skills: English in the environment
				B2.1	Listening: Accidents at home
	28-29	5	L20	B2.7	Listening: What do you do?
				B2.8	Language focus: The lost watch
Three	33=34	6	L23	A3.1	Introduction: What kinds of things do we read every day?
				A3.2	Listening: Talking about stories
				A3.3	Language focus: conditional sentences
	35-36	6	L24	A3.4	Increase your word power: What do you read
				A3.5	Listening: Ben and the Devil
				A3.6	Speaking: Re-tell the story
	51	8	L31	B3.8	Language focus : Past tenses, mixed
				B3.9	Listening: pronunciation practice
	53	9	L33		Assessment 1 and 2
	54		L34		Revision 1
Four	58-59	9	L35	A4.1	Introduction: Doing wrong
				A4.2	Listening :The story of an Orphan

Five	76-78	12	L45	A5.1	Introduction: What do you know about advertisement?
				A5.2	Listening: Match the products
	85-86	13	L51	B5.1	Listening: Successful Advertisements
				B5.2	Speaking: Describing objects
Six	96	15	L58	A6.3	Listening: Daniel's story
				A6.4	Speaking: Talking about drugs
	112-113	17	L67		Assessment 1 and 2
			L68		Revision 2
Seven	118	18	L69	A7.1	Introduction: Natural disasters
				A7.2	Listening: Floods in Bangladesh
Eight	140-141	20	L79	A8.1	Introduction: Discussion on education
				A8.2	Listening: Education in Ethiopia-where is it going?
Nine	154-155	23	L90	A9.1	Introduction: what do you know about seas and rivers?
				A9.2	Listening: The Rift Valley lakes
	163-164	24	L96	B9.3	Listening: Lost at sea
				B9.4	Speaking: An interview
	170	26	101		Revision 3: listening
Ten	175-176	26	L102	A10.1	Introduction: Energy sources
				A10.2	Listening: Different forms of energy
Eleven	192-194	29	L113	A11.1	Introduction: How to apply for a job
				A11.2	Listening: What do employers expect?
	194	29	L114	A11.3	Speaking: Talk about the future
				A11.4	Speaking: Records of achievement
				A11.5	Listening: Drawing up a CV
	200-201	30	L118	B11.1	Listening: Interview Questions
				B11.2	Speaking: Role-play an interview
Twelve	2008	31	L123	A12.1	Introduction: ups and downs
				A12.2	Listening: Weddings
	216-217	32	L128	B12.1	Listening :Two grandmothers remember
				B12.2	Speaking: Talking about ceremonies

According to the table above, the listening task should be covered within the total annual lesson of 24 periods. This time allocation reveals that from 24 tasks only 3 tasks were separately to be taught independently, and the rest 21 tasks were allocated with other tasks like introduction, increase your word power, language focus, reading and speaking sections that should be accomplished within a single period. This implies that equal amount of time was not allocated for the listening content/tasks. However, this **contradicts** the idea, "English for Ethiopia, student textbook, Grade 10 focuses on all four language skills equally, developing students' survival skills as well as building confidence and learning strategies through skill practice and specific activities'' (Grade 10,Teacher's Guide: p.vii, Para.4).

4.2. The Classroom Observation:

4.2.1. Description of the Classroom Observation and Results

My classroom observation was taken place embarking on from February 2010/2018 to March 08/2010(01/2018 with four classes of grade 10 English teachers. It lasted two weeks, in which I attended sixteen sessions, three with the use of authentic materials; picture and, one with photograph, the second with oral discussion, the third with printed materials and only one that is the fourth without use of authentic materials. Therefore, I was going to consider, first the session in which the teacher did not integrate authentic materials to be general case that would represent the classical listening lesson content teaching method. Throughout this classroom observation I used checklist for observation (See Appendix **D**), and I aimed at pointing to the extent.

The observation that the researcher have done was overt and direct, I have used photographing but not filming videos/devices. In addition, I have depended on active observation, and followed my own personal classroom observation checklist. I relied on personal observation during listening to the language that is produced by authentic materials that is used. More over my classroom observation had been assisted with non authentic materials activities that guide us set our results about the use of authentic materials in strengthening EFL learners' listening skill and the observation result is transcribed (see Appendix **I**).

4.3. Teacher Responses to the Semi-Structured Interview Questions

In this section, teachers' response was discussed and analyzed. Problem incurred by the researcher was the unwillingness on the part of some teachers to provide responses to the open ended interview questions fearing to criticize education curriculum of the country. Consequently, the researcher discussed those questions which were answered appropriately by the respondents. The respondents responded to five open ended interview questions. These open ended interview questions also attempted to provide responses to questions that rose in chapter one. This technique was used to get firsthand information on face- to-face basis and I used video recorded to some extent. Eight teachers were interviewed and analysis of the interview is presented qualitatively (See Appendix J).

4.4. Analysis and Interpretation of Data Collected from Semi-Interview with the Students.

This technique was used to get firsthand information on face to face basis. Ten students were interviewed and five of it was taken and the analysis of the interview was presented using purposive sampling depending on the students' achievement. I employed the interview as the instrument for collecting data from the students of grade 10 from three high schools. It provided important information not only from the conversation with them, but also from their gestures, facial expressions and pauses that they have difficulties in listening lessons content using video recording (See Appendix K).

4.5. Content analysis and Results of the Document Analysis of Listening Contents

The levels of analysis used in the content analysis of the listening lessons in the textbook include two levels:

Level 1: Impressionistic evaluation which involves an overall presentation and analysis of the textbook related to its design, table of contents, distribution of units, lessons and sections in the book

Level 2: In-depth analysis which examines separately and more analytically the treatment of the different skills, reading, listening, writing and speaking and the ways of assessment practices provided through the book.

Table 5: General Overview of the textbook according to Impressionistic and In-depth view

	Impressionistic view or general over view of material	Total
No	Over all features of the textbook	
1	Units in the textbook	12
2	No. of activities in the book	250
3	Lessons per unit	2
4	Activities per unit	14
5	Miscellaneous units (assessment, study strategies	4

After analyzing the overall weight of the contents devoted to skills in the textbook it was concluded that there was an imbalance between listening and the other skills (figure 4)

Figure 2: General Allocation of lessons content/ Activities for the academic Year per unit
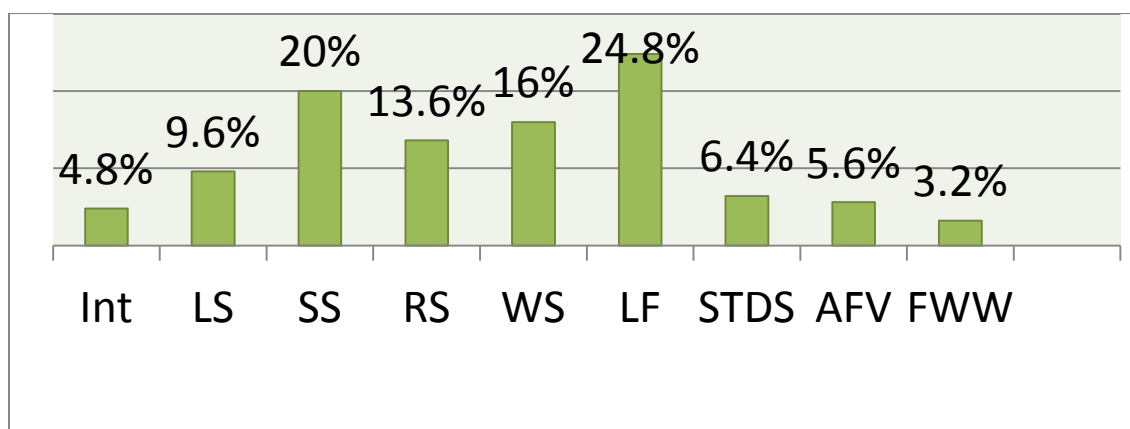
Keys*: Int. =Introduction, LS=listening skills, SS=Speaking skills, Rs=Reading skills, WS=writing skills, LF=Language focus, STDS=Study skills, AFV=Activities for vocabulary, FWW= fun with words.*

The in-depth or content analysis of the listening content viewed that there was a difference in the percentage of skills as shown in figure 2. The author has given more emphasis to develop activities for language focus skills among students that is 24.8% whereas activities of grammar, vocabulary and listening skills are only 20.4%.

Thus, listening seemed to be given less prominent position throughout the textbook as in figure 4.For instance, language focus is given more prominent place throughout the course material. That is the frequency of language focus is 62 and 3-7 sections per unit which is 24.8% throughout the textbook. Thus, it exceeds the listening by 15.2%.

Furthermore, by comparing the number of speaking sections to the number of listening sections and the number of writing sections to reading sections, it could be inferred that productive skills received greater attention than receptive skills.

4.6. Analysis of listening skills content in the light of Components of Communicative tasks.
Listening skill is one of the important skills of other four language skills. The following Step has different activities on listening on different topic. Different purposes of listening have been given in the table below.

Table 6. Activities for listening skill content

Units	Title	Types of listening activities	Page no.
Unit 1	Sport and Fitness	Listening for gist and comprehension	1
Unit 2	Health-First Aid	Listening for logic and sequence.	19,22,
Unit 3	I like reading	Listening for comprehension	33
Unit 4	Moral edu.& personal responsibility	Listening for sequence of story	58
Unit 5	Advertising	Listening for inference	76
Unit 6	Drugs	Listening for fact and opinion prediction	94
Unit 7	Natural disasters	Listening for cause and effect	118
Unit 8	Education	Listening to imagine	140
Unit 9	Seas and rivers	Listening for key information	154
Unit 10	Energy	Listening for description	175
Unit 11	Application for jobs or college	Listening for analyzing documentary	192
Unit 12	Births, weddings and funerals	Listening for persuasive technique	208

4.6.1. Goals
When analyzing listening content, the first thing to check is the existence of goals or objectives. Goals must be stated at the beginning of each unit so as to make the way easy, clear and more of purposeful regarding encouraging learners to use real world language. They should also encourage learners' to apply classroom learning to the real world use of language. So that, goals help in directing and shaping the way.

The analysis of listening content shows that the units within the textbook do not explicitly describe the skills to be acquired. In fact, some of the units actually describe the objectives or general goals to be attained because certain lack authenticity and relevance. From the specification of the listening contents it is possible to extract clues to the nature of the objectives, but there is no indication to specific goals that guide the units.

As we discussed in review of related literature, goals are a guideline in the overall process of task performance which provide a point of contact between the task and the broader curriculum that may cover a broad range of pedagogical objectives from general outcomes through specific ones as in table 7.

Table 7: Sample Objectives (Goals) of the Listening lessons content

Unit	Source(s)	Goals
1	Textbook T/Guide	Listen to a newspaper report (dictation) about athlete Darartu Tullu Listen to dictation to give a description to identify specific information. Listen to a lecture on the importance of health and take notes about the main points (B1.4 p.11).
2	Textbook T/Guide	Listen to a story about baby and make notes of the key points and re-tell the story Listen to a text about a nose bleed; take notes and complete the passage Listen to a passage about an accidents at home Listen to a passage about a bottle containing things and complete the story.
3	Textbook T/Guide	Listen to a different kinds of stories and match the descriptions to the words Listen to a the myth about Ben and the Devil Listening to sentence dictate and write the full forms of verbs.
4	Textbook T/Guide	Listen to a story of an orphan. Listen to Pamela's problems and note down it and present their opinion to the class.
5	Textbook T/Guide	Listen to some advertisement about products and match. Listen to a talk by an advertising executive about what makes a success advertisement and make key points detailed notes
6	Textbook T/Guide	Listen to a story Listen to a Daniel's story and note the main points.
7	Textbook T/Guide	Listen to a text about floods in Bangladesh and predict what the listening text will be about. Listen to a text, take detailed notes and answer the questions.
8	Textbook T/Guide	Listen to a text about Education in Ethiopia Listen to a text, record the main facts and make notes
9	Textbook T/Guide	Listen to a text about the Rift valley lakes. Listen to a text about a tragedy at sea Listen to a text and answer post-listening questions
10	Textbook T/Guide	Listen to a text about different forms of energy Listen to a text and answer each question while-reading. Listen to a text and complete charts; make sentences about charts.
11	Textbook T/Guide	Listen to a text about what do employers expect? Listen to a text and answer an interview questions. Do a pre-listening activity; listen to a text; put a tick √ for positive and× for negative. Listen to a text about Drawing up a CV Listen to a text and complete the CV. Listen to interview questions and answer pre-listening activities. Listen to a text and draw up 'dos and 'don'ts' for a candidate in an interview.
12	Textbook T/Guide	Listen to a description of the wedding traditions of the Gikuyu of the Kenyan Highlands and the Bushman of the Kalahari Deseret in southern Africa Listen to a text and answer while-listening activities. Listen to a text about two grandmothers remember. Listen to a text and answer while-listening activities; then complete the table

According to the checklist for task evaluation/analysis designed by Nunan (1989), the first question under goal says that: (See Appendix E)

1. **To what extent is the goal(s) of the text content obvious to students**?
From table 7, it is possible to infer that even though the listening objectives are written in simple English both in wording and as well in sentence structure, we observe all the listening goals in the textbook do not clearly show how the learners perform the tasks in an observable way; all these objectives simply say, 'You will listen to ….' Instead the teacher's guide on the contrary somewhat contain action verbs to perform the tasks. This implies that these types of goals do not provide adequate information about what the students will be able to do after completing the lesson, nor does it guide the teacher's analysis or evaluation of whether students have achieved the content. This assertion contradicts with Nunan's opinion (2004:44) which justifies that "The most useful goal statements are those that relate to the student not the teacher, and those that are coached in terms of observable performance."
By analyzing the content in each unit, it was possible to observe that without specification of goals, various unrelated topics were included in each unit. Those units that centered on fewer topics could explore in a range of ways the content, allowing spaces for students to describe, recall, practice, and assess the target features. This is the case for Units 1(A1.3), 2(A2.9,B2.1), 3(A3.5),4(A4.2),5(A5.2), and 6(A6.3). For instance, unit 1 (A1.3), enables students to equip them with the knowledge of sports and fitness and outstanding female athlete-Derartu Tullu and her achievement.
In unit 1, students explore the topic with various expressions like sport, athlete, players, contexts, and ways which parts of the contents are unfamiliar to students (B1.1.Great player:Pele´). When the unit focused on several themes, the activities became cumbersome, and did not allow students to deepen their knowledge of language features nor reevaluate their learning.

Activities of contents under A3.5, provided fairy story-Ben and the Devil, which is aimed to teach certain story, and activities direct learners to engage in listening. So, the learners will perform the role as '**Magic and Needy'** that can encourage them to build confidence and to act in front of their peers but the content is not clear because the story does not exist in reality in the culture of some students. Thus, tasks have potential to make learners confident in using the target language if relevant. It should, therefore, be remembered that care should be taken while selecting or designing listening contents to make them interesting to the students.

Activity under A4.2, states about an orphanage and its difficulties, as well as problems, and lack of right how to ask for rights to escape from kidnappers and retrace back home through jungle-all while grasping the concept of kindness.
To demonstrate how the lack of definitive goals for the units influences the alignment of content instruction and assessment, two examples will be presented. Unit 1 displays the limitations of a typical listening that neglects the establishment of goals, which consequently failed to connect the content instruction and assessment to the goals. In the first part of the unit 1, students deal with learning how much they know about the content of sports and athletes. The learning activities for

athletes' centers of listening, repeating, and speaking activities, but students have few opportunities to use language for communication. They are not allowed space to integrate their knowledge and reassess what they have learned. In the last part of the unit in the sections analysis, topics relating to listening and speaking are briefly introduced because the listening is authentic and it is supported with pictures (photo of Mahmoud Ahimed and Asnakech Worku).Yet, the presentation of this section offers few chances for learners to analyze and assess their understanding.

Another case is Unit 2, which deals with a range of topics relating to **Health**- **First Aid**, facts about Dangers, wh-words, dangerous situation, role-play, listening practices, and story narration. The unit starts off with dangers in the home like fire, sharp materials, casualty, and the emergency. Then, students learn about casualty and emergencies, followed by learning prepositions, parts of a house, and facts about dangers.

Defining goals along precise terms is of upmost importance, otherwise lessons tend to be based on coverage of **content** and diffuse the relationships between goals, instruction, and assessment, which provide fewer chances for students to analyze and process the language system. Also, the connection and integration between the topics becomes sparse. Because fewer than 7 out of 12 units follow both criteria corresponding to an alignment between goals, instruction, and assessment, and a logical connection between topics, the merit score for **goals** is Poor.

The methodological instruction and content should have clear alignment with the goals of the unit. In order to provide a more consistent plan of instruction a correspondence must exist amongst the objectives, instruction, and assessment (Anderson & Krathwohl, 2001). The way the course is delivered must be compatible with the goals in order to increase learning outcome, and intentionally aim to develop students' skills and competency in the listening of target language.

The content of listening activities has to be organized based on authentic communication, with the spoken word at the discourse level, instead of scripted language made for textbooks. The contents must be adequate and use different linguistic forms in several communicative events. Yet, one of the major problems of listening activities is the lack of appropriate meta-cognitive activities in pre-listening and post listening, where students make connections between spoken and written form; where students recognize words, pronunciation auction and build understanding of the language system. As Goh (2014) indicates, the role of meta-cognition is crucial to the development of second and foreign language listening because listening comprehension is a largely implicit process that happens inside the head of the learners (p. 81).

Few units in the textbook construct listening tasks, where there is a great deal of listening activities coupled with a focus on understanding through meta-cognitive activities. This is taken into account by Units 1, 2, 4, 6 and 9. How these units differ from the others is in that they build the listening activity so that learners use clues to recognize language features, and then step back to another activity to think about their learning.

For instance, in Unit 1 students listen to a text about famous female athlete-Derartu Tullu, being able to be acquainted with input and in another activity students listen to a text about 'A nose bleed' and complete a passage with similar content. Students have the chance to listen to the printed text, where health expressions are emphasizing through small sentences. For instance,

"Re-tell, complete," and "discuss." The following listening activity has learners use the information in the passage intentionally left out to fill in sentences, such as:

"At the next meeting of the_____ _____, the health workers told the ____
how to help someone with a _____. She said the best thing was to tell
the patient to sit down____ through the ___. Then the patient should pinch
the soft of the__, at the same time   (A2.9,pp 22)

In these sentences they have to decide what health and syntactical items, such as "bleeding" or "symptoms, patient" in the sentences. The activity offers opportunities to verify their learning and practice their knowledge of the linguistic item. Likewise, Unit 6 presents 'Drugs' to students through non pictures and their names, followed by a listening activity through note down the main points about drugs. First, students have to able to visualize the drugs and their names as if they were in a supermarket buying goods. Next, the listening activity presents a board with the words illegal, addictive, craving, symptoms and peer pressure, for students to discuss the story with the group. For instance, the listening asks to, "Listen to the story about Daniel's story and note the main points that naturally everyone knows. Drugs have a lot of impact". Since students are somewhat acquainted with the vocabulary, they have opportunities to analyze the input in the listening activity to verify the drugs they were introduce beforehand.

On the other hand, Units 3, 7, 8, 10, and 11 have listening activities that do not allow space for learners to focus on specific lexical and syntactic features of input to process and comprehend linguistic features. To exemplify, Unit 3 and unit 7 illustrate the problems observed in all units. The listening activity in this unit 3 has two activities: one, where students listen to myth, two, listening pronunciation practice and, unit 7 where they listen to sentences about natural disasters-floods observing the pictures. Although both activities are suitable, neither actually has a follow-up activity where students concentrate on recognizing patterns and evaluate their knowledge of the content. Another disadvantage of Unit 7 is that the reading activity that introduces the topic of the unit does not exactly align with the listening activities. Thus, listening to texts and objects will provide few listening practice and enhancement of input understanding for the rest of the unit.

Similarly to Unit 7, the listening activity for Unit 3 relates to the topic of context of living, and another related to the moral. In both activities students only listen to content; there is no activity for students to use the information to understand the meaning or identify language elements relevant in the listening event. This is also observed in Units 2, 5, 6, and 9, where students do not engage in listening activities that involves reflection and generation of their own meaning rather than answer while-listening questions.

Generally, the textbook does not organize listening activities that facilitate recognition of patterns in listening, along with decoding, comprehension, evaluation, and practice of the language items. Hence, both criteria are not followed by 12 units of the textbook, which corresponds to a merit score of Poor for Listening Practices.

2. To what extent does task reflect a real world or pedagogic rationale? Is this appropriate?

Content and instruction must be designed so students are provided with opportunities to produce language in real conditions where they can communicate meaningfully and achieved communicative competence. As Tomlinson (2011) explained, "Learners should be given opportunities to use language for communication rather than just to practice it in situations controlled by the teacher and materials" (p. 15). In this sense, through communicative outcomes learners can negotiate meaning and real-world processes of language use, instead of solely focusing on controlled practice activities that pays attention to accuracy.

Thus, classroom tasks are generally justified or rationalized in either 'real-world' or 'pedagogic' terms, Nunan (1989:40).Tasks with a real world rationale require learners to approximate, in class, the sorts of behaviors required of them in the world beyond the classroom while pedagogic tasks require learners to do things which it is extremely unlikely they would be called up on to do outside the classroom. In line with this, an analysis of listening contents of Grade 10 textbook English for Ethiopia reveals the occurrence of either a real-world rationale or pedagogic rationale as shown in the table 8.

Table8: Objectives of the listening contents related to authentic/real-world & pedagogic rationale

Real-world rationale	Pedagogic rationale
Listen to a description of famous sports personalities.	Listen to a lecture about the importance of health and fitness and identify main ideas.
Listen to an instruction about health first aid and identify key content words.	Listen to an accident at home and sequence ideas.
Listen to descriptions and dialogue to identify gist	Listen to a story and follow the structure, logic and sequence through identifying discourse markers and tenses.
Listen to a text to predict the content of story using a variety of contextual clues.	
Listen to description involving young person experiencing conflict about the right course of action.	Listen to story and re-tell what they heard.
Listen to story to predict the content of story using contextual clues.	Listen to a lecture on advertisements and identify gist.
Listen to a news broadcast about earth quake and identify specific information.	Listen to a lecture and identify key content words.
Listen to a text about the importance of education goals for Ethiopia.	Listen to a text-news broad cast related to disasters.
Listen to a story about the sea.	Listen to lecture about education and identify main points.
Listen to instructions on how to fill in a CV form.	Listen to a lecture about different forms of energy.
Listen to dialogue between two grandmothers talking about events in their life and ceremonies: marriage, birth date	

As it is indicated in table 8 above, there are 11 listening contents that promote real-world rationale while nine of them reflect pedagogic rationale. We can infer from this that adequate amount of

authentic or real-world tasks related to students daily lives are not integrated to the activities that will contribute for the students listening comprehensions.

3. Does the listening content encourage learners to apply classroom learning to the real world?

In principle, the objective of listening comprehension practice in the classroom is that students should learn to function successfully in real-life listening situations Ur (1991:105). In the same vein, when we analyse the listening tasks the researcher mentioned below, some tasks that allow learners to apply classroom learning to the real world.

E.g.

1. In what ways the content of Pele's story (B1.1:The great player) similar to the content of different story you know in your life (romance, myth, traditional, comedy, fable)? (Unit 1:8)
2. **Choose a sentence to complete the first section of the story.**
   a. His wife was so cross that she decided to run away
   b. Suddenly he saw a dark stranger standing in front of him. It was the devil himself.
   c. 'You should not call on the Devil,' his wife said. You should work harder.'(Unit 3: 35)
3. What makes advertisement successful?: (Unit 5:85)

Another example is found in Unit 2, where students listen to a dictation of listening comprehension. The content of the listening comprehension relates to information that is presented in Unit 1. After listening to the comprehension, students are asked to act out. The problem with having students simply act out is that students will likely react to given text content, without thinking about the language system and constructing their own communication; they will not create meaning, only repeat the listened given comprehension. The free production activity should help students draw on impromptu speech, prompts, and problem-solving activities that lead them to listen and speak. Although the activity should be free to enhance production, students also need guidance in performing the task. Providing activities without guidance can lead to more freedom than students are able to tolerate.

The other units have similar limitations, where activities fail to give chances for students to generate meaning and practice verbal communication. In general, the listening content in all the units are not appropriately designed and do not represent authentic language use. Although the listening activities are not based on scripted dialogues, there could be more balance between speaking tasks that promote controlled and freer communicative speech. The activities must go beyond repetition of spoken language. Since five units lack both criteria-the ability to promote controlled and free production of speech, along with opportunities to practice communication and increase speaking skills-the merit score for speaking after listening is *Poor* because Classroom listening is not real-life listening.

However, in order to provide students with training outside the classroom, activities should give learners practice in coping with at least some of the features of real-life situations like the tasks the researcher has analyzed above. These examples clearly encourage learners to apply classroom learning to the real world. As I have analyzed, in unit 2, for instance, a listening text

deals with nose bleed. Learners are engaged to manipulate the comprehension questions in their classroom as well to relate this accident to that of people in their own families and to reflect their views in secondary school life. Based on this, some of the above listening tasks contents allow learners to rehearse, in class, real world language tasks. Tasks are then justified on the grounds that they will help the learner develop the skills they will need for carrying out real-world communicative tasks beyond the classroom Nunan (1989:38).

4. What beliefs about the nature of language and learning are inherent in the content?
Everything we do in the classroom is underpinned by beliefs about the nature of language and about language learning Nunan (1989:12).Indeed, the listening tasks of Grade 10 English textbook are designed based on current beliefs of language learning that involves different micro-skills which allow the learners to practice the tasks in a communicative approach.

5. Is the task likely to be interesting and motivating to the students? Is the content relevant and adequate?
Tasks can also create motivation among the learners as they themselves actively involved in the process of task accomplishment. Motivation can also result from "having real outcomes to achieve in the target language and the feeling of success in achieving them and sharing the results with others" (Willis, 2004: 16). While doing the task, students help each other, share experiences etc. Even a task may create a kind of fun through its process if relevant and adequate.

In Grade 10 textbook English for Ethiopia, we find contents and topics that can generate interest and motivates students to carry out activities. When a topic is interesting, it generates enjoyment that contributes to motivation. For instance, in the first unit of the text book, '**Sport and Fitness'** the activities are designed to encourage students survival needs, hence the task engage them to discuss issues related to their country and reasons for the foundation of Ethiopian Athletics Federation. Underwood (1989) put the contribution of 'interest' to attentive listening in terms of 'concentration': "If students find the topic interesting, they will find concentration easier. This shows that when the listening topic is interesting and authentic, relevant and adequate students simply find listening work very enjoyable, because they are motivated to attentively follow what they listen to.

Unit one of the listening contents/tasks discusses issues health. On the listening topic B1.4Listening:'**Keeping Fit',** the students enjoy these important issues and relate to the contemporary life system of Ethiopia. This will increase their natural curiosity and appetite for the enjoyment of learning from the task they have engaged.

In unit two '**watch that baby' is** a familiar topic to the students. It is obvious that students will find it easier to listen to a passage on familiar topic. On this ground, the students read fables about babies, and discuss how these fables came about and in what way they differ from reality since they know about baby, when they listen to the fable, in the content they aware of logic and sequence of story. Such tasks motivate students to learn, creating fun and lessening anxiety, among them. To the contrary, the researcher, however, analyzed contents and activities break in attention that can seriously impair students' listening comprehension.

4.6.2. Input:

Ellis (1997) considered that input is used to refer to the language that is addressed to the foreign language learner either by native speaker or by another foreign language learner, furthermore, input is also a term used to mean the language that the students hear or read (p.127). In other words, Input is the material on which the learners work.

What form does the input take?

According to Tomlinson (1998, p. viii) we can recognize authentic materials' definition, "A text which is not written or spoken for language teaching purposes. A newspaper article, a rock song, a novel, a radio interview and a traditional fairy story are examples of authentic text." It means that, authentic materials are one designed for the purposes of communicating information. Thus, it is important to have in mind when teaching a language, using authentic materials simply refer to using examples of language produced by native speaker for some real purposes of their own rather than using language produced and designed solely for the classroom.

According to Nunan's (1989) checklist for evaluating communicative tasks, the second component deals with input which refers to verbal or non-verbal materials in which task participants have to deal with when performing a task. Verbal materials may be spoken or written language while non-verbal materials includes pictures, photos, maps, charts, diagrams, etc…

The proponents of content-based instruction favor use of real-world (authentic) materials more than non-authentic (pedagogic) materials, though they believe that both are useful. Brosnan and Hood, cited in Nunan (1989), justify why we should use authentic materials. In content-based approach, the activities of the language class are specific to the subject matter being taught, and are geared to stimulate students to think and learn through the use of the target language. Such an approach lends itself quite naturally to the integrated teaching of four traditional language skills. For example, it employs authentic reading materials which require students not only to understand information but to interpret and evaluate it as well. It provides a forum in which students can respond orally to reading and lecture materials. It recognizes that academic writing follows from listening and reading and thus requires students to synthesize facts and ideas from multiple sources as preparation for writing. In this approach, students are exposed to study skills and learn a variety of language skills which prepare them for the range of academic tasks they will encounter (Brinton,Snow & Wesche,1989:p2).

They encourage to use real world materials because they provide natural language, opportunity for the learners to deal with meaningful messages and let them see what they learn in the classroom is relevant to what they need to do outside. In connection to this, when we evaluate the input data presented in Grade 10 English for Ethiopia textbook for the listening tasks, both verbal and non-verbal materials are found as can be revealed from the table below.

Table 9: Verbal and non-verbal materials in the textbook listening content

Unit	Number of verbal material(s)	Number of non-verbal material(s)	Type of non-verbal material(s)
1	1 listening text	1	Photographs
2	3 listening texts	1	Pictures
3	2 listening texts	1	Pictures
4	1 listening text	-	-
5	2 listening text	1	Pictures
6	3 listening texts	1	Pictures
7	1 listening text	2	Photographs and pictures
8	1 listening texts	-	-
9	2 listening text	-	-
10	1 listening texts	-	Chart
11	3 listening text	-	-
12	2 listening text	-	-

As can be revealed from table 9 above, among the 21 listening tasks designed in Grade 10 English textbook, 7 of them are acquainted with non-verbal material(s) while 14 of them do not encompass any pictorial input. According to Ellis (2003) tasks involving pictorial input are easier to process than those that involved written or verbal input, as they made no demands on the learners' linguistic resources. This indicates that tasks supported by photographs, drawings, tables, maps, pictures, and graphs are easier to operate while those that do not acquire are difficult to understand easily.

4.6.3. Authenticity
A. Is the input authentic?

Authenticity refers to the degree to which a text is a legitimate sample of the way the language is actually used. This notion is important because we can only acquire a target language by drawing inferences and making generalizations from valid samples.(Peter Jordens,2006:51)

In language pedagogy, authenticity has been approached in different ways. It is sometimes believed that mere exposure to genuine texts (i.e., listening texts used by native speakers in an "authentic" context) are helpful for learning to listen. Long (1996), however, claims that *genuine texts* (except when used at very advanced levels) hamper learning by confronting the learner with large amounts of unfamiliar language (new vocabulary, complex syntax, novel collocations) without compensatory devices to facilitate comprehension. In short, they present too dense a linguistic package for learning purposes.

As an alternative to listening to genuine texts, it is often assumed that controlling difficulty through means of text simplification is an aid to both comprehension and eventual development of listening ability. However, this contention has also been called in question. Simplification does not always help comprehension, often because it serves to remove useful redundancy in texts, e.g., by deleting explicit intra- and inter-utterance markers of logical relationships among referents and propositions. Even when simplified texts to improve comprehension, they tend to be stilted, lacking complete cross references (which are needed for normal kinds of logical inference) and intertextuality (cultural references which are necessary for activation of

appropriate schemata). In spite of the good intentions by teachers who use them, simplified texts may actually impede learning by modeling unnatural *usage*: simplified texts remove from the input the very items which learners need to be exposed to in order to eventually acquire the L2. According to Ur (1984), authentic feature of English (which exist in real-life listening) is characterized by colloquial, spontaneous and informal conversation, and she suggests that classroom practice should usually incorporate such characteristic of real life listening. ***For reading and listening, increasing use is made of authentic materials (Grade 10 Teacher's Guide 2010: vii)***. However, the listening exercises in Grade10 English textbooks of Ethiopia are not accompanied with recordings contents which contain the authentic feature of the language. Instead, most of the listening passages in the textbooks are made up of passages originally composed as written texts and appended/attached at the back of the students' textbook (historical, scientific, geographical, social, cultural, and economic issues and environmental concerns). Thus, the listening task is not authentic because while the teacher reads the listening, the students also read and do comprehension questions. Then the listening allocated at the back does not make the students listen and understand the content of the lesson to develop listening skills but they read as a reading passage. This implies that extracts from novels, newspaper articles, and other textbooks of horizontal disciplines must be provided for the students being detached from the students textbook.

B. If the input is non-authentic, irrelevant & not adequate, is it appropriate to the goal of the task?

All units include a **Listening** section. The exercises in this section are intended to develop students' abilities to listen for general and specific information, as well as to comprehend what they hear *(Grade 10 Teacher's Guide 2010: vii. para. iv)*. The verbal inputs (listening scripts) have different contents that encourage students to listen for general and specific information. In this view, the contents/tasks are intended to develop these micro-skills of listening if they are relevant and adequate in nature. To this effect, students are accustomed to their teacher's speech which is characterized by over clear enunciation (intelligible pronunciation) and slow rate of delivery when the listening is relevant and adequate.

When students are accustomed to listening content, come across the pronunciation of the native like listening characterized by fast rate of delivery, unstructured language with incomplete sentences, and false starts, and hesitations; it may be difficult for them to understand the EFL listening content. They find it hard to understand listening content with other accents. This seems the reason why Underwood (1989) criticizes the use of non-authentic listening content instead of the authentic one for the teaching of listening. She says that using non-authentic texts for listening causes students to pose an additional problem of having to try to transfer what they have learned by listening to non-authentic materials to their attempts to understand authentic speech.

Despite this gives a certain type of practice, all the listening scripts (verbal inputs) appended at the back of students' textbook which may not provide any realistic preparation for real life listening. It may be partly due to such reason that the students who come are engaged in real-life

listening (that is similar to the listening activities in the listening course), may face difficulties that are difficult to cope with.

4.6.4 contents/Activities

1. Are the contents/activities appropriate to the communicative goals of the task?

Learners need opportunity to use language that ensures communicative purposes. Communicative goals of a task establish and maintain interpersonal relations, and through this to exchange information, ideas, opinions, attitudes, and feelings, and to get things done Nunan (1989). Depending on this idea, the researcher analyzed grade 10 English textbook whether the activities designed for the listening tasks are stimulating communicative goals.

In the listening section of unit one, there are listening activities that direct students to listen to a news paper report about **Derartu Tulu**. And take note to collate information with the rest of group. These content offer learners to transfer information and then to complete a tabular representation with information available in a given piece of text. The content/task also required learners to give reasons on the foundation of the **athletics** in **Ethiopia**.

Unit two contains three listening **activities** in which the learners are required to work in pairs or small groups let them discuss the missing information. The activity also offers students to give their personal views where and how to treat **nose bleed** and **symptoms** can be used, to complete passage about nose bleed and look a picture of potential dangerous situations and read story and outlook and answer some questions.

In the listening sections of unit **three**, there are fairy story and social norm in which the contents/tasks required the students to discuss and exchange information how they have ever been treated and how many students have been a practitioner of such practice. These activities encourage learners to work in small groups and let them to list the reasons the magic (devil) gives money for people consulting him and to contribute their own views how effective the way would be.

In the listening section of unit four, students are required to deal with a familiar topic about the story of an orphan and listen to the story and discuss that this is a true story and take a note. The activities encourage the learners to work in small groups, read story about an orphan girl, and discuss how these story came about and in what way they occur in reality.

The listening section of unit five titled '**Match the products'** required the students to identify products and matches with advertisement and to be engaged in a role play depending on the given pictures. The activities encourage learners to participate in the discussion of advertisement issues.

In unit six, students look at pictures and predict what the passage will be. This makes the student discuss in groups what they feel about the stories of Daniel. It is the content/activities that encourage students to gain information about **social norms** and **bad customs**.

Unit **seven** of the listening content on page 118 directs the learners to find the country on the map of the world and predict about floods and point out the four large rivers flow through the country and explain that the land is very low lying at their deltas and take notes and answer comprehension questions about the flood in the Bangladesh and why it happens in the area. These content/activities encourage the students to exchange information and reflect their personal opinion in accomplishing the task in foreign language classroom. In this section, the listening activities required the students discuss valid and invalid reasons for wanting to do aid work with their partners. These activities involve the learners driving some new information from given information through process of inference and deduction

In unit **eight**, students listen to a text about Education in Ethiopia in small groups and record the main facts and collate their information with the rest of groups to share group's information with the whole class. The activities/content encourage students generate or elicit their personal views and foster their communicative skills.

Students listen to a short text in unit **nine** about The Rift Valley Lakes and discuss the meanings of unfamiliar words by looking it up in dictionary, then write in their vocabulary notebooks. After they listened to the text lecture then they answer questions under the portion. In addition, students listen to a listening text.

In general, the listening activities used in the textbook direct the learners to exchange information with their partners, complete a tabular representation with information available in a given piece of listening text, driving some new information from given information through process of practical reasoning or a perception of relationships, and identifying and articulating a personal preference. We can infer from these facts the listening activities designed for grade 10 English for Ethiopia textbook largely stimulate communicative approach than listening. However, the researcher of this study comes with some limitations regarding these activities as discussed in below.

2. If the communicative goals of the listening contents/activities are inappropriate, can they be modified to make them more appropriate?

Sheldon (1988:28) states, "No book or set of materials is likely to be perfect." The listening section of unit three titled *'Ben and the Devil',* required the students to do a   fable activity in the society of low economic status who suffer from poverty and complain. Next, activity two directs the learners to listen to the story and complete the second part of the story about '***Ben and the Devil'*** and to write the sentences onto their note book while activity three is related to pair discussion of the students to complete the story. The last part is while listening in order the teacher reads and students to listen attentively to answer true or false questions. It is too incredible that for all these activities we perceive an inclusion of verbal input (listening text appended at back of student textbook) in which the students and their teachers to be engaged to accomplish the task both in the teacher's and student's book. Whenever such ambiguities occur the teacher should adapt his/her own task before delivering the lesson in the language classrooms.

The second main factor that the researcher analyzed in the inappropriateness of the listening material was related to inadequacy of pre-listening activities. Undoubtedly, listening activities are crucial to good second language pedagogy. Effective listening tasks often involve an explicit listening step, some activity that the learner does prior to listening to the main input in order to increase readiness. This step is designed to activate what the learner already knows, provide an "advance organizer" to help the learner predict ideas and "pre-structure" information Joyce et al. cited in Rost (2002). Even though we find the frequent importance of listening activities in foreign language classroom, some of the tasks in grade 10 English textbook lack this critical authentic content as some example can be revealed from the table below.

Table 10: Listening contents that lacks authenticity

Unit	Topic of the listening	Lesson	Page(s)
1	B1.1 Listening: The great player	6	8
	B1.4 Listening; keeping fit	7	11
2	A2.3 Listening: Watch that baby	13	19
2	A2.9 Listening: A nose bleed	15	22
3	A3.2 Listening: Talking about stories	23	34
3	B3.9 Listening: pronunciation practice	31	51
4	A4.2 Listening: The story of an orphan	34	59
5	B5.1 Listening: Successful advertisements	51	85
8	A8.2 Education in Ethiopia-where is it going?	79	141
9	A9.2 The rift valley lakes	90	154

It is possible to generalize that from table 6, among the 12 units of grade 10 English, almost above half of the units are inadequate with the authentic listening activities. Since authentic listening activities help students make decisions about what to listen for and subsequently, to focus attention on meaning while listening, in order to encourage a personal approach to listening and thereby foster autonomy during this listening phase, the teacher can devise some authentic listening activities and encourage discussions with the whole class or in pairs, on how different students prepare themselves for a particular listening content in beginning the actual lesson.

We have stated above constraints related to inadequacy of listening content/activities that impede learners listening performances. However, tasks that are adequate with authentic listening activities also have some limitations.

➤ The listening activities in unit 2 titled (**B2.7: Listening: What would you do?) under exercise 1-3,** students are required to discuss the events explicitly on the questions to complete with their own opinion on the questions related to the picture of the bottle containing sweets and asking to know what to say. While on 'exercise 2' students complete and fill the blank spaces with their previous schemata the missing information in exercise with their partners. In these activities, learners should carry out the task during the while-listening phase. On the other hand, on exercise 3, there are questions on the story in which the students engaged to do

activities designed during the post-listening phase and all the listed activities should be accomplished during the listening stage. We can infer from this that over-loading activities in one phase can negatively affects students' listening comprehension. Therefore, the content of the listening is aimed to teach caution in our everyday life.

➤ Similar activities are found in unit 3 titled **(A3.5: Ben and the Devil)** that required the students to answer three open-ended questions and one closed questions at the different listening stages. These activities even initiate learners to actively apply their previous knowledge to contribute much assertion on the topic.

However, too unfamiliar listening activities may take their much time to think and complete the rest of the activities left for the other listening phase.

➤ The tasks designed as a listening on page 59 of the students' text book seem to be a moral and norm-centered listening activity. However, the activities are a sort of listening that makes students' imagine as a performances rather than activating their schemata. The classroom teacher only reads the passage for checking whether the students got the correct answer to the quiz. This assertion contradicts Hughes opinion (1989) that justifies listening comprehensions are not a type of testing students' performance and advices that the listening check should be predominantly listening-based and authentic. Here the listening is presented without any evidence and students are troubled to understand the content of the listening. It says only 'A true story, written by Pamela A aged 13, taken from shattered Innocence: Testimonies of children abducted in Northern Uganda.

➤ In the listening activities of unit 5, A5.2: titled **Match the products** cover a variety of contents to talks for various topics. These activities required the students to match what each product is and what is said about. Furthermore, the learners should check meanings of the content words and expressions listed here and to carry out the matching.

> ***A. House cleaning***
> ***B. Car hire firm***
> ***C. House painting and decoration***
> ***D. Building and construction***

➤ We often use the listening contents/activities to prepare students for what they are going to hear or view. These activities chosen for the different listening purpose as preparation contain difficult concepts and expressions without any authentic materials that can ease the difficulties of learners listening comprehensions. This implies that these types of activities at the prediction stage can impede the students listening comprehension and make them unable to get awareness of the type of the text they will be listening to or content, the role they will play, and the purpose(s) for which they will be listening.

➤ The listening activities of unit 7 titled **Floods in Bangladesh** direct the learners to answer questions from the listening text events happened in the area. The content is to teach environmental conservation and predict degradation of natural soil and victims:

> A. ***What two natural features of Bangladesh lead to flooding?***
> B. ***When floods normally appear annually***
> C. ***What four major rivers flow through Bangladesh?***
> D. ***What is the main cause of flooding?***

E. *How are the annual floods useful?*
F. *What are the four main categories of flood?*
G. *What is the capital of Bangladesh?*
H. *How can the people of Bangladesh be affected when the flood waters go down?*
I. *What three occurrences may also affect flooding in Bangladesh today?*

These listening practices consist of exposing learners to larger amounts of input together with semantic decoding practice and simple selection of tasks (Rost 1990). 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(Anderson 1985) and 2.the identify, search, file and use model (Brown 1995) which followed order of input, perception, recording and understanding stages(lynch 1998) Additionally, the listener's prior background knowledge in the listening comprehension act was also considered.

Here the listening involves the collection of prior knowledge (schemata) and experiences that is stored in listeners' memory and assists the process of listening comprehension in of two ways: content schemata and formal schemata(Lynch Mendelsohn 2002) where content schemata includes topic familiarity, culture knowledge and previous experience with a particular field.

Shaw (1993) advices that in listening more explicit attention is given to language practice particularly to the activation and learning of topic related listening. In the above activity, similar concepts are mentioned to rearrange the ideas.

Unfamiliar topics from the listening contents/activities like **'Ben and the Devil', 'The story of an orphan, 'Floods in Bangladesh', 'Education in Ethiopia-where is it going', 'The rift valley lakes',** can impede the listening comprehension of the majority of the students.

Familiar, relevant and appropriate input is critical factor in listening. This is also consistent with. Nuttall's declaration (1996) which shows that a more interesting content requirement to understand a text is that the learner should share certain assumptions about the subject/content to the fact that students construct their understanding of the subject they listen on the basis of their experiences; problems arise, therefore, when there is a mismatch between the subject and the previous experience of the learner.

A major difficulty of listening content in foreign language classroom is related to how students write down points as they listen. Though note-taking should be addressed in language class as it pertains to both listening and study skills, activities in Grade 10 English for Ethiopia textbook redundantly let the learners take notes while listening. The tasks in B1.1, B1.4, A2.3, B3.9, B4.2, A5.2 &B5.1, A6.3, A7.2, A8.2, A9.2, & B9.3, A10.2, A11.2&A11.5, B11.1, A12.2, B12.1, all these content activities let the learners take notes. As Jordan (1997:188) points out "note-taking is a skill is not easy in one's own language in a foreign language the difficulties can become very serious." We can infer from this that grade 10 English for Ethiopia gives great emphasis note taking which can hamper students' listening comprehension due to its difficultness.

From the total 21 listening tasks designed for grade **ten**, eighteen tasks are allocated with other language skills like increase your word power, language focus, reading, and speaking skills which should be accomplished with in one period as can be revealed from table below.

Table 11: Allocation of listening contents with other skills

Unit	Page(s)	Week	Lesson	Task	Topic of the lesson
One	2-4	1	L2	A1.3	Listening: Derartu Tullu
		2		A1.4	Reading :East African Athletes
	8-9		L 6	B1.1	Listening: A great player
		2		B1.2	Reading: A newspaper extract
	11	2	L7	B1.3	Language focus: Adverbs of frequency
				B1.4	Listening: Keeping fit
				B1.5	Speaking: Health and fitness
Two	19	4	L13	A2.3	Listening: Watch that baby
				A2.4	Reading: First Aid
	21-22	4	L15	A2.8	Reading: Ayantu to the rescue
				A2.9	Listening: A nose bleed
	23-24	5	L17	A2.12	Increase your word power: Remembering and reminiscing
				B2.13	Study skills: English in the environment
				B2.1	Listening: Accidents at home
	28-29	5	L20	B2.7	Listening: What do you do?
				B2.8	Language focus: The lost watch
Three	33=34	6	L23	A3.1	Introduction: What kinds of things do we read every day?
				A3.2	Listening: Talking about stories
				A3.3	Language focus: conditional sentences
	35-36	6	L24	A3.4	Increase your word power: What do you read
				A3.5	Listening: Ben and the Devil
				A3.6	Speaking: Re-tell the story
	51	8	L31	B3.8	Language focus : Past tenses, mixed
				B3.9	Listening: pronunciation practice
	53	9	L33		Assessment 1 and 2
	54		L34		Revision 1
Four	58-59	9	L35	A4.1	Introduction: Doing wrong
				A4.2	Listening :The story of an Orphan
Five	76-78	12	L45	A5.1	Introduction: What do you know about advertisement?
				A5.2	Listening: Match the products
	85-86	13	L51	B5.1	Listening: Successful Advertisements
				B5.2	Speaking: Describing objects
Six	96	15	L58	A6.3	Listening: Daniel's story
				A6.4	Speaking: Talking about drugs
	112-113	17	L67		Assessment 1 and 2
			L68		Revision 2

Seven	118	18	L69	A7.1	Introduction: Natural disasters
				A7.2	Listening: Floods in Bangladesh
Eight	140-141	20	L79	A8.1	Introduction: Discussion on education
				A8.2	Listening: Education in Ethiopia-where is it going?
Nine	154-155	23	L90	A9.1	Introduction: what do you know about seas and rivers?
				A9.2	Listening: The Rift Valley lakes
	163-164	24	L96	B9.3	Listening: Lost at sea
				B9.4	Speaking: An interview
	170	26	101		Revision 3: listening
Ten	175-176	26	L102	A10.1	Introduction: Energy sources
				A10.2	Listening: Different forms of energy
Eleven	192-194	29	L113	A11.1	Introduction: How to apply for a job
				A11.2	Listening: What do employers expect?
	194	29	L114	A11.3	Speaking: Talk about the future
				A11.4	Speaking: Records of achievement
				A11.5	Listening: Drawing up a CV
	200-201	30	L118	B11.1	Listening: Interview Questions
				B11.2	Speaking: Role-play an interview
Twelve	2008	31	L123	A12.1	Introduction: ups and downs
				A12.2	Listening: Weddings
	216-217	32	L128	B12.1	Listening :Two grandmothers remember
				B12.2	Speaking: Talking about ceremonies
	225	34	L134		Revision 4:Listening

As shown in the table above, from the 18 listening tasks only 6 tasks (2.4. %) i.e. with the exclusion of unit 9 and 12, which are separately taught, the rest (97.6%) are integrated with other major skills in which the learners should carry out the tasks and accomplish it within one period. This assertion confirms Ur (1991: 110) that justifies 'a more serious problem is that material writers too often overload the task.' This implies that for all these listening tasks it is unbelievable to accomplish these tasks within 40 minutes in each unit. Thus, it is possible to generalize that for the listening skills great emphasis were not given as of the other language skills.

 3. Is the task designed to stimulate students to use bottom-up and top-down processing skills?
Richards (l987) pinpoints two contradictory approaches stating that:

> *Two distinct kinds of processes are involved in listening comprehensions, which are sometimes referred to as ''bottom-up ˝ and ''top-down'' processing. Bottom-up processing refers to the use of incoming data as a source of information about the meaning of a message. Top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. (pp. 50-51)*

As we discussed in the literature review, the bottom-up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest

meaningful units (phonemes) to complete texts (Richards and Renandya 2002). According to this view, phonemic units are decoded and linked together to form words, words are linked together to form complete, meaningful texts. While the top-down processes use background knowledge to assist in comprehending the message. Accordingly, the listening tasks of grade 10 English textbook accompanied with both bottom-up and top-down to stimulate students to use these skills. Activities concerning identifying supporting details, discourse markers, identifying gist, identifying speaker's point of view, and identifying sequence of events require bottom-up processing skills and, predicting the content of a text by doing a pre-listening, predicting the context of the text by using contextual clues, using prior knowledge of the context and the situation within which the listening tasks place to make sense of what he or she hears are related to top-down processing skills. In line with this, activities that require bottom-up processing skills can be revealed from the table below.

Table 12.Activities that require bottom-up skills

Unit	Topic of the listening task	Activities
2	Health-First Aid	Analyzing the specific impression Identifying general ideas
4	Moral education and personal responsibility	Identifying specific information Identifying main points
5	Advertising	Identifying details
8	Education	Picking out main points Identifying specific points
9	The Rift Valley Lakes	Identifying specific information

The table above shows that from 12 units of Grade 10 English textbook, unit 2,4,5 8 and 9 required learners to apply bottom-up processing skills. These days, it is generally recognized that both bottom-up and top-down strategies are necessary in teaching listening in the foreign language classrooms. Teaching only bottom-up processing skills, such as the ability to discriminate between minimal pairs, identifying details and gist of information are not recommended but also to help learners use what they already know to understand what they hear.

Most of Grade 10 listening activities are accompanied with both bottom-up and top-down processing skills. The table below reveals the distribution of activities that engage learners in both models of listening skills. So that students may not find them interesting as long as they are not familiar with them too. Moreover, such activities do not reflect the use of real world language consequently they will not be motivated.

Example (page 51)
Pronunciation Practice about using the Short Form of the condition and past perfect in the Reply
Pronunciation Practice about Stress and fall of Phrases
Pronunciation Practice –I'd
According to the above sample examples it is possible to say that some of the contents/tasks have more form aspects than being communicative in nature.

Table 13.Contents that require both bottom-up and top-down listening skills

Unit	Topic of the listening task	Activities
1	Sport and Fitness	Relating the content to others Identifying specific information
3	I like Reading	Describing the content Identifying specific information Relating what they have heard to their own lives
6	Drugs	Describing the content React to story in details
7	Natural Disasters	Identifying about the content Predicting about the listening text
10	Energy	Relate the reasons for energy shortages in the text with their own regions of Ethiopia Identifying specific information
11	Application for jobs or college	Acting on the interview and the content of a listening text using a variety of contextual clues Drawing up specific information
12	Births, weddings and funerals	describing the main points about wedding traditions Relating what they know and heard in the content

As can be revealed from the table above, almost the entire grade 10 English for Ethiopia textbook stimulate both bottom-up and top-down processing skills. We can infer that successful listening depends on the ability to combine these two types of processing. Activities which work on each strategy separately should help students to combine top-down and bottom-up processes to become more effective listener in real life situations or longer classroom listening.

4. Are the activities designed in a way which will allow learners to communicate and cooperate in groups?

Group work activities are carefully planned to increase students' interaction and to facilitate students' contribution to each other learning Rodgers and Richards (1986: 201). Working in group is an effective method to facilitate learning, provide opportunities for members to listen each other effectively, promote learning through group work effort contributed by each member and give learner's exposure to a range of language learning activities. In line with this, listening activities in Grade 10 English textbooks are well designed in a way which will allow learners to communicate and cooperate in groups. It is possible to confirm this assumption from table fourteen below.

Table 14.Allocation of contents for group method in the textbook

Unit	Topic	Activity	Group method
1	Sport and Fitness: B14	Activity 3	large group
2	Health-first aid:B2.1	Activity 1	Pairs or group
4	Moral education and responsibility:A4.2	Activity 1 &2	Large group
6	Drugs: A6.3	Activity 3	Group
8	Education:A8.2	Activity 1	Small group
9	Seas and Rivers: A9.3	Activity 3	Pairs
11	Application for jobs or college:B11.1	Activity2&3	Large group

As can be shown from the table 14 above, in each unit excluding unit 3, 5,7,10 and 12, the listening activities are designed in a way which will allow learners to communicate and cooperate in groups. So, these activities involve student's working collaboratively on set tasks in or out of the class that require students to work in group. When students in the groups are working together to perform the listening content, they will be communicating with each other and more importantly cooperating among themselves.

From the table of contents it is evident that there is a pattern for presentation of course content, where in each unit at least five to seven sections exists—writing, word power/vocabulary, grammar, listening, study skills, fun with words and communication

On the other hand, the section in each unit relating to communication should involve activities where students can be actively involved in spontaneous language use. Analyzing the communication section of the units more closely, which is in most cases the part of the unit, provides the extent to which communicative language teaching is being incorporated into the design of the activities. These types of tasks help students convey meaning and practice communication in the target language to achieve a communicative outcome.

e.g. "whom did Darartu Tullu defeat in the report?"
    "She defeated Elena Meyer of South Africa."

Conversely, Units 1, 2, 5, 8, and 10 involve students very loosely in the process of communication. In unit one, students in the communicative section learn talking about sport (see, pp. 2). They are supposed to produce a sport with their name, activities, and athletics of choice. The activity is creative and could have created interaction between students. Still, the activity provides statements for students to look and answer correspondingly.

Learners are not given space to manipulate their own language structures and exchange meaning. In order to achieve a communicative outcome, students must be involved in manipulating language as they construct a game for their friends, perhaps asking their favorite sports and the kind of the athletics. This would create opportunities for students to operate language under real conditions. In this sense, communicative activities can be developed to create more opportunities for interactions, problem-solving, opinion exchange, and using meaning-focused output for themselves.

The way curriculum content and instruction is presented in the textbook seemed to follow a kind of PPP approach, that first presents new content, followed by controlled activities, and then free production of content. There is presentation of new content through controlled practices related to reading, listening, and repetition of speaking; followed by practice of speaking and grammar; then production of communication through the sections *sport* and *Fitness!* According to Ellis (2011) this instructional methodology is probably the most used sequence for organizing course content, and has theoretical support from skill-learning theory (K. Johnson, 1996). The textbook is mostly framed by a communicative approach, along with elements of notional-functional approach, and at times favoring the task-approach.

Although the textbook designs the content and instruction based on communicative orientation, a weaker type of communicative approach is developed.

In general, students are learning through natural spoken discourses. Content that resembles natural discourses and grammatical forms are not explicitly learned, but awareness of these forms occurs in real communication contexts. Still, learners are not provided with tasks to achieve an outcome, but contextualized activities where they have some opportunity to communicate in a way that allows language to emerge through rehearsal of content.

Therefore, the listening content and instruction has to be based mostly on communicative language approach, through certain sequence of language learning. Although the language course activities seem to promote language use, a greater emphasis could be given to involving students in exchange of meaning within the process of communication. It seems that even though most activities promote meaningful communication, they do not follow the other criteria: that student have opportunities to negotiate meaning with interlocutors to achieve a communicative outcome. Since fewer than 8 out of 12 units provide activities where students have opportunities to generate their own language structure and negotiate meaning with interlocutors to achieve communicative outcome, the content of listening attributed to principles is *Poor*.

4.6.5. Roles and Settings
4.6.5.1. Roles
A. What learners and teacher roles are inherent in the content/task?

In the teaching learning process teachers and students have their own roles to play. The best way of exploring the interplay between roles and tasks is to go to where the action is: the classroom itself Nunan (2004). The teacher's role in facilitating interaction in the language classroom is extremely important and giving the learners a more active role in the classroom requires the teacher to adopt a different role. In connection to this, the type of roles learners and teacher inherent in the task is revealed from the table below.

Table 15: Roles of Learners' and Teachers' in listening Lessons of Grade 10 English for Ethiopia textbook

Unit	Teacher's role	Learner's role
1	-Brainstorms by showing photo of Derartu Tulu and Pele'. -Discuss importance of health	• Read the questions in students' book. • Relate their notes to contents and analyse it • Answer the questions about Derartu Tulu. • Identify specific information and take notes
2	Explains story Guides students to read and discuss questions.	• Put the story logically and sequentially. • Read and discuss the three questions.
3	Lists various fiction genres on chalkboard Reading the first part of the story	• Suggest various fiction genres. • Match texts with words. • Choose one of the sentences to complete it
4	Brainstorms students about an orphan	• Listen to the text and take notes of the main difficulties. • Relate the facts to their own lives and decide care

65

		should be taken
5	Reads the texts	• Match the products of advertisements. • Listen and jot down the key points.
6	-	• Look at the pictures and predict what the picture will be about.
7	-	• Point out locations on the world map
8	-	• Record the main facts and collate information
9	Discusses the meaning of new words: astronauts, terrain, unique, spectacular.	• Listen to a text and answer questions • Listen to a story of sinking of the Titanic and take notes of the key words
10	Reads the listening texts	• Listen to a text and answer the questions
11	Asks questions to complete CV.	• Choosing the best answer and write it
12	Reads aloud the introduction	• Discussing questions in pairs, small &groups

The data in table 15 above reveals that learners exhibit different roles. They have an active, negotiative role; contribute and receive; do not see themselves as passive recipients. The students manipulate most of the contents/activities in a flexible manner. The main roles of a teacher are: guiding, facilitating, and instructing the learners which resemble the communicative language teaching. He/she is not a sole provider of the knowledge. Hence, the learner's roles are overtly stated to carry out the activities in the textbook as exemplified here:

> **A12.2 Listening: weddings**

1. **Listen to your teacher reading a description of the wedding traditions of the Gikuyu of the Kenya Highlands and the San Bushmen of the Kalahari Desert in South Africa. As you listen, decide which of the traditions below apply to each culture. Copy the table into your exercise book before you start.**

	Gikuyu	San Bushmen
1	✓	X
2		
3		
4		
5		

2. **Discussion questions**
   a. Which of these marriage traditions apply in your culture?
   b. What other marriage traditions do you have in your culture?
   c. In what way have your marriage traditions changed in modern times?

In principle, text books used in the classroom should promote culturally-relevant content. This means that the materials should include the students' culture. The incorporation of culture in the materials is aimed at maintaining local and national identity. Further, Ena(2013:17) argues that students will be more engaged in the teaching learning process when their materials accommodate their culture. Therefore, the balance of dissemination of students' culture and native speakers' culture is needed in order to promote teaching learning process.

We can infer from the example above that the teacher's role is covertly expressed and limited while the role of the learners are wide and overtly expressed. Most of the activities required learners to tackle different roles and accomplish the tasks with their groups, pairs, and whole class**.**

B. Are the listening Contents appropriate, relevant and adequate?

Relevance refers to the personal significance of the input. As Beebe (1988) aptly describes, unless individual learners find "the right stuff" – listening and reading input – to fuel their intrinsic motivation for acquisition, it is unlikely that they will become sufficiently engaged to trigger the mental processes needed for sustained development. Because of its subjective nature, relevance can only be measured in terms of sustained effort to understand. The more relevant the listening opportunities, the more motivated the learner is likely to be to continue seeking comprehensible input.

The role of the learners and teacher inherent in the task are inseparable. What a teacher should carry out is explicitly expressed in the teacher's guide while in the student's textbook their roles are overtly exhibited. However, the listening texts (verbal inputs) **appended** at the back of students' textbook distract the learners in from tackling their roles appropriately. In carrying out the tasks/activities students directly refer the texts and read to get the appropriate answers. This created conducive environment for the students to get the appropriate responses. This assertion confirms what is stated in Grade 10 Teacher's Guide that justifies "***Listening texts are printed in both the Teacher's Book and at the back of Students' Book for convenience" (2010: ix).***

This is what the material writers designed the lessons to ease the difficulties the students facing in the listening comprehensions. As a matter of fact, what secondary school teachers complaining are the inputs appended at the back of the students' textbook which deteriorated their students' listening comprehensions.

4.6.5.2. Settings

A. What types of complexities are there in the classroom organization in the listening lesson content?

It requires consideration of whether the task is to be carried out wholly or partly outside the classroom, and implies the instructional setting where pedagogical conditions are treated (Nunan, 1989).As stated earlier, setting refers to the classroom management, implied in the task. It is also suggested that the most effective and appropriate classroom organization is pair and group work. The researcher analyzed the listening lesson content currently in use in Grade ten English textbook for Ethiopia to check the complexity that exist in the classroom configuration inherent in the task in accordance with the teacher's guide. Most of the listening content/tasks in the students' textbook, for instance, contain various activities that can be carried out in different settings. But they are confined to class due to lack of exposure to outside the classroom.

Table 16: Settings of activities in Grade 10 students' English textbook listening lessons

Content of listening tasks	Units	Settings
Settings	1	Individual work (showing photographs)
	2	Group work (telling story)
		Pair or group work(advice and warning)
		Individual work vs discussion
	3	Individual work(matching items, choosing)
		Pair work(pronunciation practice)
	4	Individual work(explanation, making notes)
	5	Individual work(matching items, taking notes)
	6	Individual work(prediction)
		Group work (discussion)
	7	Group work work(prediction,discussion)
	8	Group and individual work(recording, collating information)
	9	Individual work vs discussion, taking notes
	10	Individual work(answering items, reading)
	11	Individual work(completing chart , taking notes)
	12	Individual work(completing chart , taking notes)

Let us analyze the following task from unit nine, students textbook,pp163

> **B9.3 Listening: Lost at sea**

1. Listen as your teacher reads about tragedy at sea.

2. Listen again, then draw up a time table to show the sequence of events leading to the final sinking of the Titanic.

3. Work in pairs to answer the following questions.

    1. What was one of the main reasons there were so many deaths from the tragedy?

    2. Give two reasons why the ship sank.

    3. Why did the passengers not worry at the first about the collision?

From the stated example we come across with diverse activities in the task in different settings. The first activity allows learners to discuss in a small groups question 1 and 2 to pick out main points, supporting details, and how to organize an outline. Activity three necessitate learners to work in pairs to listen to the script and to answer   the questions with supporting details, and to check their notes by listening for the second time respectively. Again activity three requires learners to compare their notes in pairs and if necessary to modify it; and the learners to swap their role and re-tell the tragedy with other group members. Hence the various configurations initiate the learners not to get bored with the listening activities and facilitate communication skills of the students. However, from activity three, **Q3**, we can analyze some constraints related to how the question phrased can perplex the learners on item 1 and 2 from the task. That is, **'Why did the passengers not worry at the first about the collision?'**

In carrying out a task, a wide range of arrangements is possible in the communicative classroom, although practical considerations such as class size can constrain what is possible in practice Nunan (2004). In connection to this one, which is overtly stated in the teacher's guide, we can figure out the mode in which the task is delivered will require whether the learner is operating on an individual or a group basis.

B. Where is the setting of the listening lesson confined?
Settings also require consideration of whether the task is to be carried out wholly or partly outside the classroom. As can be revealed from the above table, a wide range of configurations of activities like small group, pair, whole class, and individual patterns are allocated with the listening tasks of grade 10 English that has a great contribution to the communicative language classroom.

We can infer from this that the 'environment' where the listening tasks actually take place is mostly restrained to a conventional classroom in a school. This assertion goes with Nuna's (2004) opinion "*Until comparatively recently, it was assumed that learning would take place inside a conventional classroom.*" However, there is increasing interest in the world outside the classroom as an environment for learning (ibid). While it is conventional understanding that learners need to apply their language skills outside the classroom in order to progress, surprisingly little attention has been paid to learners' views on the opportunities they have for practicing listening skills outside of the classroom in the currently in use grade 10 English for Ethiopia students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

Although language curriculum design can be conceptualized as the whole product of student learning experienced in the textbook, in this work for the content analysis it corresponds to checklist of items related to considering the adequacy, relevance, authenticity, role of both teacher and student, setting/how/environment, discovering interests, goals, design/format and presentation of content, and monitoring and analysis (Nation & Macalister, 2010). The analysis shows that although teachers can make inferences about the learning outcomes of the listening contents, the textbook does not clearly define the aims of the listening lessons' content. This can create difficulties as the textbook writers are unable to consistently explore and build goal-oriented lessons allowing students further opportunities to explore the content.

The textbooks design has to be interesting for students to accomplish activities included in the textbook. Thus, the activities focus on what is of interest to learners, rather than relying on mechanical instruction. Even so, textbooks seemed to be more attentive to having fun and interesting activities, rather than goal oriented activities. Consequently, the instructions may not be aligned to the goals of the unit, and are not purposefully constructed to facilitate the learning outcome, which is the case in *English for Ethiopia, student textbook, Grade 10*. Furthermore, the content of listening activities is not accessible in the textbook; however, there are times that the content is oversimplified and could involve more complex and authentic dialogues and conversations.

On the other hand, *English for Ethiopia, student textbook, Grade 10*, has less authentic content, but more overlooks the fact that texts can be too complex for students who are just learning the target language. Another obstacle for students' in the textbook is self-investment in listening is the format and presentation of content to allow reinforcement of their learning and to incorporate linguistic items in their repertoire. The textbook writers failed to consider that working with content only once across the units is insufficient to assist students in integrating and recalling knowledge of content. Language learning is an ongoing constructive process, where learners must actively process information and re-analyze grammatical and lexical items.

5.2. Conclusions

There were six specific research problems. The result of the finding and discussion shows that there is a high regression about the listening lesson content of the textbook that it does not meet the requirements of a good EFL listening in terms of goals/objectives, in terms of design and organization, in terms of skills, in terms of language content, in terms of topics and in terms of practical consideration.

Based on those findings and discussion, it can be concluded that the listening lessons content of the textbook, *"English for Ethiopia, student text book, Grade 10"* was not designed as appropriately and adequately as relevant to the EFL textbook analysis criteria which could be seen from the level of suitability of *English for Ethiopia, student text book, Grade 10*. It means that teachers cannot use the textbook as a reference to teach the tenth graders of secondary school, because, yet it needed a lot of improvements particularly in terms of authenticity, writing task, layout and design, a proportional integrated skill, extended media, and glossaries included. That is, it does not present micro-skills in balance. This is the main that issue necessitated me to analyze the content of the listening lessons included in '*'English for Ethiopia, student text book, Grade 10''*.

As far as the listening materials used in the course are concerned, various limitations have been identified. This was done through the analysis of not just the students' response only but also through prompt investigation of the materials themselves in the light of the principles of ELT materials preparation and selection. The results of the analysis indicate that the materials are not appropriate for the training of necessary skills and strategies of listening to the target students. For example, the textbook listening lessons content was purposely designed for testing, not for teaching. Similarly, the textbook also contains texts which are not appropriate for teaching listening. Moreover, the tasks are also found to be very difficult. For example, the level of difficulty of the listening materials of the target course was also found to be beyond the students' ability.

5.3. Recommendations for Future Research

The results of this study provide teachers of secondary schools with information when they want to use *English for Ethiopia, students' textbook, Grade 10* in their teaching. The teachers will know which aspects of the textbook that should be improved, revised, or changed. Here are some recommendations concerning the expected improvement of the textbook:

➢ Some listening lesson content/activities should be modified and familiarized to students' levels or standard, particularly fairy story related to culture and rituals.

➢ The layout and pictures should be designed more colorfully and its cover should contain more interesting pictures, because it can make students interested to the textbook. It is also good for giving and gaining the first impression.

➢ The four skills should be organized effectively in balance.

➢ The listening lessons content of textbook should be accompanied with other teaching learning media (movies, cassettes, and CD) so that the materials can be as authentic, relevant and adequate as possible. Because authentic materials need to be incorporated into the teaching listening lessons' content so as to make the activities more interesting and motivating.

➢ It should include review section and vocabulary list or glossaries; and it should also provide balance activities for the four skills

➢ Listening content lessons/tasks should also be designed in a way that fulfills and meets the interest, culture and age of learners.

- Further research should be done in the area of analysis of Listening lesson and text evaluation on listening and other language skills, such as reading and writing.
- Other textbooks intended for 10th grade heterogeneous classes should also be analyzed.
- Other studies should be conducted to analyze the type and level of questions that teachers use in 10th grade homogeneous and heterogeneous classes of high-level students.
- The remaining sections in the textbook *English for Ethiopia, students' textbook, Grade 10* should be analyzed to determine whether the results are consistent in all sections.
- The teachers' guide should also be analyzed.
- In all these tasks, it would be advisable that teachers are worthwhile to modify the activities to suit to the student's level of proficiency, making it attractive and participatory in the foreign language classrooms.
- To understand the approach to language learning used in the textbook, it is important to elicit the framework employed to present content.
- Students must generate their own construction and negotiate meaning in authentic contexts, where the focus is on the process of communication, rather than the grammatical system
- Both controlled and free production should be employed, where learners manipulate and produce the target language through negotiation of meaning between speakers in pairs or groups.

Reference

Alam, Z., Sinha,B. S. (2009). *Developing Listening Skills for Tertiary Level Learners*. Dhaka
University Journal of Linguistic: ISSN-2075-3098.

Alwright, D. and Bailey, K. (1991). Focus on Language Classroom: An Instruction of
Classroom Research for Language Teachers. Cambridge: Cambridge University Press.

Beard, David (2005). The International Journal of Listening. International Listening
Association (ILA). *http:/www.listen.org/*

Berelson, B. (1952). *Content analysis in communication research*. New York, NY: Hafner.

Birhanu Bogale (1993). Listener Strategies in Collaborative Discourse of AAU 4th Year
Students. (Unpublished MA Thesis). Addis Ababa: Addis Ababa University.

Buck, G. (2001). *Assessing Listening*. Compridge: Compridge University Press.

Bygate, M, Skehan, P. and Swain, M. (2001). Researching Pedagogic Tasks. Second
Language Learning, Teaching and Testing. London: Pearson Educational Ltd.

Byrne, D.(1976). Teaching oral English. Singapore: Longman publisher.

Candlin, C. (1987). Towards Task-based Language Teaching. In C Candlin and D. Murphy
(eds.) .1987. Language Learning Tasks. Englewood Cliffs, NJ: Prentice-Hall.

Childs, L. (1999).*Speaking and Listening*. Canada: National Literacy Secreturiate of Human
Resources Development.

Clement, J. (2007). *The Impact of Teaching Explicit Listening Strategies to Adult Intermediate-
And Advenced- Level ESL University Students*. Duquesne University. Encarta
Microsoft 2009.

Cook, V. (1981). Using Authentic Materials in the Classroom. *MET, 9(14).*

Cunningworth, A. (1984). *Evaluating and selecting EFL materials*. London: Heinemann.

Cunningsworth, A. (1995). *Choosing your Coursebook.* London: Macmillan.

Creswell, J.W. (2007).Qualitative Inquiry & Research Design: Choosing Among Five
Approaches (2nd ed.).Thousand Oaks. London: New Delhi.

Cunnings worth, A. (1995). Choosing Your Course Book. Oxford: Heinemann.

Ellis, R.(1997) . Second Language Acquisition. Oxford: Oxford University Press.

__ (2003). Task Based Language Learning and Teaching. Oxford:Oxford University Press.

Flowerdew,J.(1994).Academic Listening Research Perspectives .Cambridge: Cambridge
University.

George, A. (2009). Quantitative and qualitative approaches to content analysis. In K.
Krippendorff &M. A. Bock (Eds.), *The content analysis reader* (pp. 144–155).
Thousand Oaks, CA: Sage Publications, Inc.

Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language
Teaching*, *40*, 97–118.

Harmer, J. 1991. The Practice of English Language Teaching. London.Longman

Israelson,J.(2007).*Teacher Attitudes to Teaching Aids and Authentic Materials*. Malmo Hog
Kola.

____(2001). The practice of English Language Teaching. Harlow: Longman Publications.

Kirashen, S.D. (1985). The Input Hypothesis. Issues and Implications. Harlow: Longman.

C.R. Kothari (2004), Research Methodology, Methods and Techniques, 2nd Revised. New Age
 International Publishers.

Krippendorf, K. (2004). *Content analysis: An introduction to its methodology* (2nd ed.).
 Thousand Oaks, CA: Sage Publications, Inc.

Long and Richards, J. (1986).Approaches and methods in language Teaching: Description and
 Analysis. Cambridge: Cambridge University.

McDonough L. & Shaw, C. (1993).Materials and Methods in ELT. Oxford: Oxford
 University Press.

McGrath, I.(2002). Materials Evaluation and Design for Language Teaching. Edinburgh:
 Edinburgh University press.

Ministry of Education (2003E.C.). English for Ethiopia Grade 10 Student Textbook. Edinburgh:
 Pearson Education Limited.

Mishan, F. (2005). *Designing Authenticity into Language Learning Materials*. UK Portland, OR,
 USA: Britsol.

_____.(2003E.C). English for Ethiopia Grade 10 Teacher Guide. Edinburgh: Pearson
 Education Limited.

Nation, I.S.P., & Macalister, J. (2010). *Language Curriculum Design.* New York: Routledge.

Nunan D. (1989). Designing Tasks for Communicative Classroom. Cambridge:
 Cambridge University Press.

_____.(2004). Task-Based Language Teaching. Cambridge: Cambridge University Press.

Nuttall, C. (1996).Teaching Listening Skill in a Foreign Language. London: Heinemann
 Educational Book.

Piri, R. (2002). Teaching and Learning less widely spoken Languages in other countries.
 retrieved January 1, 2012 from http://www wekepdi.

Prahbu, N.(1987). Second Language Pedagogy. A Perspective. Oxford: Oxford University.

Richards, J.C. (1990).The Language Teaching Matrix.Cambridge:Cambridge University Press.

Richards, J. and Rodgers, T. (2001). Approaches and Methods in Language Teaching.
 Cambridge: Cambridge University Press.

Richards, J.C. & Renandya, W.A. (2002). Methodology in Language Teaching. An Anthology
 of Current Practice. Cambridge: Cambridge University Press.

Rixon, S. (1986).Developing Listening skills. London: Macmillan publishers.

Rost, M, (2002). Teaching and Researching Listening. London: Longman.

Seime Kebede. (1989). ''An investigation of the listening Abilities of Bahir Dar Teachers'
 colleges students.''(Unpublished MA thesis). Addis Ababa: Addis Ababa University.

Seilgher, H. and Shohamy, E.(1989). Second Language Research Methods. Oxford: Oxford
 University Press.

Sheerin, S. (1987).Listening Comprehension: Teaching or testing? ELT Journal, 41(2):126132

Sheldon, L.(1988). Evaluating ELT Textbook and Materials. ELT Journal, 42, 237-246

Skehan, P. (1996b). "Second Language Acquisition Research and Task-Based Instruction."
Oxford. Heinemann.

Taylor, D. (1994). Inauthentic Authenticity or Authentic In authenticity? *TESL-EJ 1*(2), 1-12.

Tewelde G/Yohannes(1988). A Comparison of the Listening Abilities of Junior secondary
        Students with the listening Level required of them in their subject
        Areas. (Unpublished MA Thesis). Addis Ababa: Addis Ababa University.

Tesfaye Tilahun (2008). Factors that Contribute to the problems EFL Learners Face in the
        Listening skills Classroom.(Unpublished MA Thesis). Addis Ababa: AAU.

Tomlinson, B. (Ed.) (1998). *Materials Development in Language Teaching.* Cambridge:
        Cambridge University Press.

Tomlinson, B. (Ed.). (2003). *Developing Materials for Language Teaching.* London: Continuum.

Tomlinson, B. (2012). Materials development for language learning and teaching. *Language
        Teaching, 45*(2), 143-179.

Tomlinson, B. (2013). Introduction: Are Materials Developing? In B. Tomlinson (Ed.),
        Developing Materials for Language Teaching. Second Edition. London:
        Bloomsbury Academic.

Tomlinson, B., & Masuhara, H. (2004). Developing cultural awareness. *Modern English
        Teacher, 13*(1), 5-11.

Trabelsi, S. (2014). Towards a New Approach to Authenticity in ELT. *US-China Foreign
        Language 12(8), 1-14.*

Trabelsi, S. (2016). Authenticity in Materials Development: towards a framework for a localized
        approach to authenticity of EFL teaching and learning materials. In M.
Azarnoosh et al. (Eds.), *Issues in Materials Development* (145-158).

Widdoson, H.G. (1978). *Teaching Language as Communication.* Oxford: Oxford University
        Press.

Widdoson, H.G. (1979). *Explorations in Applied Linguistics.* Oxford: Oxford University Press.

Wright, T. (1987). *Role of Teachers and Learners.* Oxford: Oxford University Press.

Underwood, M.(1989). Teaching Listening. New York: Longman.

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

Willis, J. (1996). A framework for Task-based Learning. London: Longman.

Willis, J. and Willis, D.(Eds.) 1996. Challenge and Change in Language Teaching.
        Oxford: Heinemann.

Yin, Y. (2003).Case Study Research. Design and Methods(3rd ed.). Thousand Oaks. CA: Sage.

Yohannes Tefera Mengesha Dessesrtatin(2015). Implications of Multiple Intelligence Theory
        and Integrated skills language teaching for textbook development

web site

NCLRC, (2004), http://www.nclre.org/essentials/listening/develop/listen.htm)

Appendix -A

Teachers' Interview
Dear teacher,
First, thank you so much for your willingness to appear and respond to my interview questions which are intended exclusively for research purpose, as part of my study for second degree in Teaching English as a Foreign Language (TEFL) at Jimma University. The purpose of this interview is to get your impression on my study entitled as **''A Content Analysis of listening lessons included in grade ten students' textbook''**. Pay attention to each interview questions carefully and give the correct response. The information you provide is valuable and your genuine responses are very important for the success of this study. With regard to the information you give me, I would like to assure you that all of them would be kept confidential and used only for the research purpose. Therefore, you are kindly requested to respond genuinely and/or honestly.

  Thank You very much   for your cordial cooperation!

1. Your impression about the listening lessons' contents included in the English textbook:
    a. Are the listening lessons' contents appropriately designed to the learners' level?
    b. If not, can they be modified to make them more appropriate to the level?
    c. Are the listening contents or tasks authentic? If yes, which ones are they from the textbook?
2. Which topics and contents are unfamiliar to the students?
3. Are the listening lessons' contents/tasks relevant to the students' needs and interests?
4. What can you say about the relationship of the listening contents addressed in the textbook and the actual listening lessons implemented in the class?
5. **Checklist for analysis of communicative tasks**
    5.1. Goals and rationale
        ❖ To what extent are the goals of the listening tasks obvious a) to you and B) to your students?
        ❖ To what extent do the listening contents and tasks reflect real-world or pedagogic rationale? Are they appropriate and relevant?
        ❖ Do the contents encourage learners to apply classroom learning to the real-world?
    5.2. Input
        ❖ What form does the listening input take?
        ❖ Are the listening inputs authentic? Are they appropriate to the level, needs and interests of the learners?
        ❖ What is the impact of verbal inputs (listening contents/texts) appended at the back of students' textbook on the students' listening performance? Is that appropriate? Are they relevant and adequate?
    5.3. Activities
        ❖ Are the activities appropriate to the communicative goals of the tasks?

❖ If not, can they be modified to make them more appropriate?
❖ Are the listening tasks or activities designed to stimulate students to use bottom-up or top-down processing skills?
❖ Are the activities designed in a way which will allow learners to communicate and cooperate in groups?

Appendix-B

Student's Interview
Dear student,
I am conducting a study on ''**A Content Analysis of Listening Lesson Included in Grade Ten English Textbook.''** So the researcher uses an interview to gather the necessary data for MA thesis in the teaching of English as a foreign language (TEFL). As a result, your response will have much contribution to the success of the intended study.
I appreciate your cooperation and willingness to my interview. Your genuine opinion or response has its own contribution to my study and I kindly request you to give me the required information. With regard to the information you give me, I would like to assure you that all would be kept confidential and used only for the research purpose. Therefore, you are kindly requested to respond realistically.

Thank You very much   for your cordial cooperation!

1. Your impression about the listening lessons' contents included in the English textbook:
    A. Are the listening lessons' contents appropriately designed to your standard?
    B. If not, can they be modified to make them more appropriate to you?
    C. Are the listening contents or tasks   authentic? If yes, from the textbook which one?
2. Which topics and contents are unfamiliar to the you?
3. How do you see the listening lessons contents/tasks? Difficult, Easy, relevant or What?
4. What do you use to learn listening when you encounter irrelevant contents?
5. What is the impact of verbal inputs (listening contents/texts) appended at the back of students' textbook on the students' listening performance? Is that appropriate?
6. What do you consider as problems in learning of listening?
7. What other things can you tell me about the listening contents or tasks in the course book?

Appendix-C

YUUNIVARSIITII JIMMAATTI,
Kolleejji Hawaasummaa fi Namummaa
Muummee Afaan Ingilizii fi Ogbarruu
(DHAABBATA QORANNOO QOOQILEEFI OGBARRUU)

Gaaffilee gaaffii fi deebii Afaanii(gaaffii qomaa) barattootaaf dhiyaate

kabajamaa barata/ttu ,

kabajama barataa/barattuu,ani yeroo ammaa kana qorannoo xumura barnoota digirii lammaffaa(MA)f mata duree: *Qaaccessa Qabiyyee Barnoota Dhaggeeffachuu kitaaba Barataa kutaa 10ffaa keessatti kennamanii* irratti geggeessan jira.Kanaaf,Gaaffilee qorannoo fuulleffannaa ykn gaafii qomaa ogummaa digrii lammaffaa hojjechuuf fayyadan siif dhiyaatan kanneen deebisuuf waan hayyamteef, duraan dursee abbaan qorannichaa hedduu sigalateeffata. Itti aansuun, kaayyoon gaaffii fi deebii afaanii(qoma) kanaas haala *Qaaccessa Qabiyyee Barnoota Dhaggeeffachuu kitaaba Barataa kutaa 10ffaa keessatti kennamanii* geggeessuudha. waan kana ta'eef, deebiin ati gaaffilee kanneeniif laattu milkaa'ina qorannichaaf murtessaa waan ta'eef deebii qulqullina qabu akka laattuuf kabajaanan si gaafadha.Iccitiin deebii ati laattuu seeraan kan eegamuudha

 Tumsa naaf gumaachiteef galatoomi.

1.Waa'ee qabiyyee barnoota dhaggeeffachuu kitaaba Afaan Ingilizii kutaa 10ffaa keessatti kennamanii ilaalchisee yaada kee kenni
   a. Qabiyyeen Barnoota dhaggeeffannaa sirriitti akka gita yookan sadarkaa keetiitti qophaa'anii?
   b. Yoo miti ta'e, akkaataa siif mijatutti qophaa'uu danda'uu?
   c. Qabiyyeen/hojiin barnoota dhaggeeffacuu qabatamaadhaa? Yoo sirrii ta'e,kitaabicha keessaa isa kami?
2. Qabiyyee fi mataduree kamtu siif haaraadha?
3. Qabiyyee/hojii barnoota dhaggeeffachuu attamitti ilaalta? Ulfaataa,Salphaa,gitaa yookaan maali?
4.Amma osoo qabiyyeen si hingitne si mudatee barnoota dhaggeeffachuu hordofuuf/barachuuf maal goota/fayyadamta?
5. Dubbisni barnoota dhaggeeffachuuf dugda/dhuma kitaaba barataatti kennaman qabiyyeen isaanii faayidaa/dhiibbaa maalii qabu? Akkaataa kanaan dhiyaachuun isaanii sirriidhaa?
6. Qabiyyee barnoota dhaggeeffachuu keessatti akka rakkootti maal kan ati argite maali?
 7. Qabiyyee barnoota dhaggeeffachuu kitaaba barataa keessatti kennaman ilaalchisee yaada dabalataa ati naaf laattu jiraa? Yookaan maal jetta?

Appendix-D

Classroom Observation Checklist

    Unit _____

    Section_____   **Lesson**_____

    Teacher_____   **Date**_____

    content_____   **Time**_____

No	Items	Alternatives		
		Yes	No	Remarks
1	Are the topic(s) for the listening contents familiar to the students?			
2	Are the goals and objectives of the curriculum fit to the age of the students? Are the goals of the subject realistic, clear and explicitly stated?			
3	Is the content current, relevant, accurate and authentic? If yes, which one?			
4	Is the content appropriate for the targeted group?			
5	Is it organized into learning units?			
6	Is it organized from simpler to complex?			
7	Is the listening content set according to the level and interest of students?			
8	Are reading, writing, listening and speaking skills well integrated or balanced in the lesson?			
9	Are the listening activities based on the listening content addressed in the textbook?			

Appendix-E

Making content or Document Analysis (By the researcher himself)

The study document for the content analysis was drawn from *English for Ethiopia, Grade 10 Students' Textbook.*

I. **Goals and rationale**
    - ❖ To what extent is the goal or goals of the task obvious a) to you B) to your students?
    - ❖ To what extent does the task reflect a real-world or pedagogic rationale? Is this appropriate?
    - ❖ Does the task encourage learners to apply classroom learning to the real-world?
    - ❖ What beliefs about the nature of language and learning are inherent in the task?

II. **Input**
    - ❖ What form does the input take?
    - ❖ Is it authentic?
    - ❖ If not, is it appropriate to the goal of the task?

III. **Activities**
    - ❖ Are the activities appropriate to the communicative goals of the task?
    - ❖ If not, can they be modified to make them more appropriate?
    - ❖ Is the task designed to stimulate students to use bottom-up or top-down processing skills?
    - ❖ Are the activities designed in a way which will allow learners to communicate and cooperate in groups?

IV. **Roles and settings**
    - ❖ What learner and teacher roles are inherent in the task?
    - ❖ Are they appropriate?
    - ❖ What levels of complexity are there in the classroom organization implicit in the task?
    - ❖ Is the setting confined to the classroom?
      Slightly adapted from Nunan (1989)

Appendix-F

Checklist for Qualitative analysis of listening lesson content

No	Items	Yes	No	Remarks
1	Are the goals and objectives of the listening lesson relevance to the age of the students?			
2	Are the goals of this listening lesson realistic, clear and explicitly stated/authentic?			
3	Are the contents authentic, relevant and adequate?			
4	Are the readings, writing, listening and speaking skills balanced well in the text book?			
5	Is the content of listening lesson appropriate for the students culture?			

Appendix-G

Table on Listening sub-skills with codes

| No	Codes	Listening sub-skills	Frequency	Percentage
1	LG	Listening for gist and comprehend(TD)	3	1.2%
2	SL	Listening for logic and the whole sentence. (BU)	4	2%
3	LS	Listening and guess for comprehension (BU)	4	2%
4	BU	Listening for sequence of story and repeat(BU)	1	0.4%
5	TD	Listening for inference and check answer(TD)	2	0.8%
6	BU	Listening for fact and opinion prediction (BU)	2	0.8%
7	TD	Listening for cause and effect(TD)	1	0.4%
8	LU	Listening for imagine(TD)	1	0.4%
9	TD	Listening for key information(TD)	2	0.8%
10	TU	Listening for description(TU)	1	0.4%
11	LD	Listening for analyzing documentary(TD)	3	1.2%
12	TD	Listening for persuasive technique(TD)	2	0.8%
		Total		11.2

Appendix-H
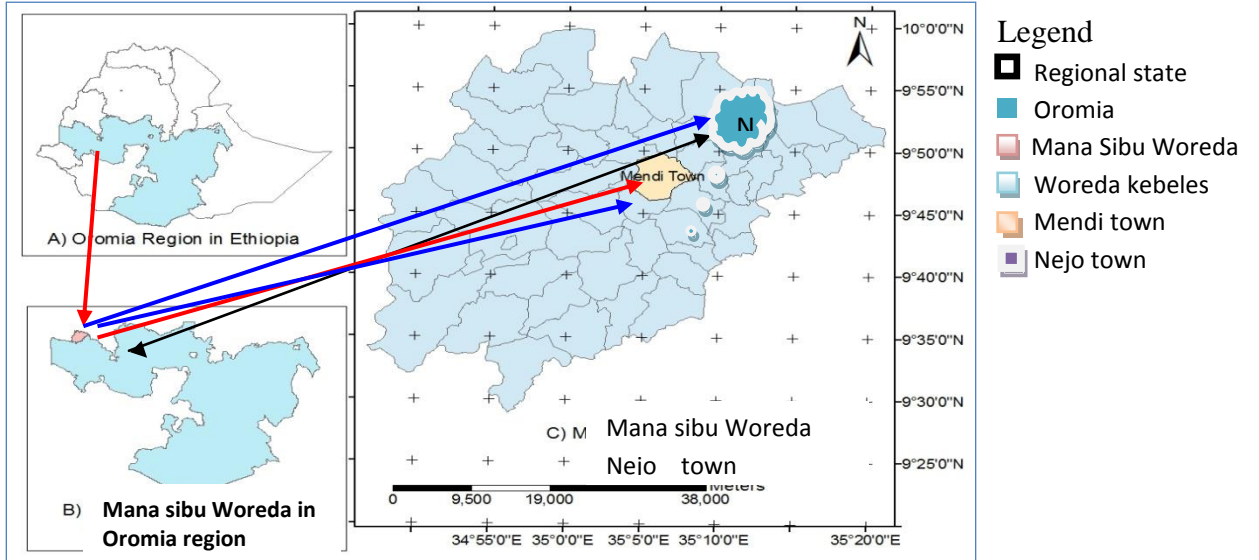
Figure 2: Location map of the study area

Appendix-I
Transcription of classroom Observation results

Classroom observation with teacher 1

Place: <u>Mene Sibu High School</u>
Unit: <u>Ten</u>   **Date:** <u>8/02/2018</u>
Section: <u>10 H</u>   **Time:** <u>2:40-3:20</u>
Teacher: <u>Fekede Beyene</u>   **Lesson:** <u>A10.2</u>
Content: <u>**Different forms of energy**</u>

I have joined class of grade 10 teacher on time to meet my informants. I observed for the first moment that the teacher maintained a friendly atmosphere of learning, for the session that teacher did not use the authentic materials, I had observed the following; the students have learned under by presenting an overview of the lesson. As he made clear statement of the purpose of the lesson, which is whether, the listening lesson content is familiar to students or not. For the selection and use of instructional materials, the teacher did not use any kind of authentic materials as I mentioned above; he just used the board from time to time to introduce new topic or to exploring some ambiguous contents .

Concerning the goals and objectives of the curriculum/syllabus fitting to the age of the students, the listening lesson content the teacher was teaching,**A10.2**: **Listening**: **Different forms of energy**, the content is not relevant to students age, and regarding the goals of the subject realistic, clear and explicitness, students and teachers interaction, the teacher questions are not always clearly and effectively stated to the level of the students, and as observed most of them looked avoiding asking questions, just few of them who trying making comments about the subject. What is relate to the classroom atmosphere, I had observed it as a few participative but the teacher always has an eye contact with students and uses class time effectively, students do not keep their cool while listening as I had observed some existence of confusion and boredom. No material voices, only the teacher voices; his voice looked audible and understandable because he kept using the same facial expression from the beginning until the end of the course. In fact, he always restates important ideas at appropriate time, but the majority of students not interested to the subject matter.

In brief, the session was not motivating, because of the teacher classical teaching method that led the students to lack of interest at class and the content is not supported by authentic materials because authentic materials foster students' understanding and improve their listening skill.

Classroom Observation with 2nd Teacher

Place: Menesibu High School
Unit: 11   **Date:** 15/02/2018
Section: 1o C   **Time:** 4:20-5:00
Teacher: Ayantu Alemayehu   **Lesson:A11.2**
 Content: "What do employers expect?"

In this session the teacher present an overview of the lesson by asking their students what is the topic about, as he presented a non authentic material which is in appropriate to state purpose of the content that is story (interview) under the title of **"What do employers expect?"** Concerning teacher and students' interaction they interact well where he directed for them question in order to investigate how many new words they face in the text. The teacher questions are clearly and effectively to their students' level as he encourages them to discuss between each reading parts and to answer a difficult question.

The classroom atmosphere was not so participative where I looked not well using of the appropriate content for the targeted group even though it was organized into learning units. But it was not organized from simpler to complex. The teacher was moving by his eyes between his students who were listen well to teacher and keeping cool however, there is existence of boredom because the listening content is not set according to the level and interest of students.

Classroom Observation with Teacher 3

Place: Mendi High School
Unit: 11   **Date:** 22/02/2018- 23/02/2018
Section: 1o B   **Time:** 03:20-6:00
Teacher: Getachew Tadesse   **Lesson:A11.5**
 Content: Drawing up a Cv

The third teacher has joined class on time. This listening comprehension session was been launched by the teacher made clear statement of the purpose of the lesson that aims to enhance students' listening comprehension, and present clearly the title of content which is about "**Drawing up a CV**". It seems to be an appropriate material to state the purpose of content. First, the teacher prepared students well for the lesson with appropriate listening; they listen three times to selected content for more understanding.
I observed that teachers' questions are always clearly and effectively to the level of her students. she looked all the time encourage their discussion, as we notice that they also interact well with their teacher as well as the subject matter, where they asked questions, make comments and trying to answer difficult question as a result of their teacher reinforcement.

Concerning classroom atmosphere was more participative where the teacher use reading, writing, listening and speaking skills well integrated or balanced in the lesson in class time effectively according to the lesson content/activities and always has an eye contact with her students who are observed keeping their cool while listening whereas, no existence of confusion and boredom.. However, the language was difficult to understandable because the content lacks authenticity, relevance and adequacy to deliver the content of listening lesson observed very well and the project voice easily heard. In addition to that, all students liked the session because the listening contents/activities are based on the listening content addressed in the textbook.

Classroom Observation with Teacher 4

Place: <u>Nedjo High School</u>

Unit: <u>11</u>	**Date:** 01/03/2018
Section:<u>10 F</u>	**Time:** 09:40-10:20
Teacher: <u>Biyana Aga</u>	**Lesson: <u>B11.1</u>**
Content: '<u>**Interview questions'**</u>	

The fourth teacher, observed at time to see the class action, the teacher before starting his lesson made clear statement of the content of lesson that is about the '**interview questions'**. I observed that the teacher selected material appropriately to state his lesson content and he made students to listen to a number of **interview questions'.** The teacher introduced the content appropriately for the targeted group. He organized into learning units, from simpler to complex by setting the listening content according to the level and interest of students and integrated reading, writing, listening and speaking skills well or balanced in the lesson by making the listening contents/activities based on the listening content addressed in the textbook to let the chance for all students to understand and assimilated its content.

Appendix J

TRANSCRIPTION OF TEACHERS' RESPONSE TO OPEN-ENDED INTERVIEW QUESTIONS

 Key: **OEIQ**: Open-ended Interview Question
      T: Teacher Respondent

1. **OEIQ**: Your impression about the listening lessons' contents included in the English textbook: **a**. Are the listening lessons' contents appropriately designed to the learners' level?

The three respondents (T1, T2 and T3) said that listening lessons' contents are not designed appropriately because some of listening lessons contents have many unusual words which students are not aware of and unfamiliar with and also some contents are boring and have long structures for students to be listened by them for long periods of time and do not help students to share their ideas, opinions and feelings **(A3.5 Listening: Ben and the Devil).** In doing so, they cannot help to practice the language and cannot develop confidence in order to use listening skill in English.

T4**:** But another one teacher said that some of the listening lesson contents are short and brief. Some are long, irrelevant and time consuming to understand and complete in a given periods of time.
T5: Well**,** not all the listening lessons are appropriately designed to the learners' level because the contents are not supported with necessary teaching aids or materials like audio or video materials.
T6: I think content of listening task are not designed well enough, in a way it meet   students' level and understanding because most of the contents are not familiar and it is not relevance with the standards or level of the students like age, culture and socio-politics.

T7: I have never seen entirely a difficult content that doesn't meet students' level in the lesson because since the aim of modern listening is for communication, as long as they are stated explicitly.
T8: No**,** because in my view, not only the listening lesson content, but the textbook itself is not designed appropriately in the way it meet the students' level. That is the book is balky and the listening content is irrelevant.

OEIQ: **b**. If your answer to question number **1** is no, can they be modified to make them more appropriate to the level?

T1**:** Yes**,** of course**,** they can be modified by giving very short and that can be easily understood listening texts which are prepared or written using very usual words that students learned in the past and are familiar with and relevant to the students.

T2: Yes, it is better to add other listening texts using different mechanisms like recorded listening text to improve pronunciation and develop listening skills, adding dictation, listening and presenting stories.

T3: Yes, they can be modified to make more appropriate to the level of the learners by adjusting its relevance. In addition, it is possible to make authentic.

T4: Yes, they can be modified

T5: Yes it can be modified more instead of reading for listening by a teacher, it is good to use tape recorder and can help learners of this level to be a fluent speaker of the recorded listening.

T6: yeah**,** it can be modified to the students' standards or levels merely.

T7: Yes, as I think the tasks/contents can be modified in a good manner in a way it is rousing students' interest.

T8: Absolutely, because the content is not to be considered as the Bible.

OEIQ: **c**. Are the listening contents or tasks authentic? If yes, which ones are from the textbook?
T1: Yes, in some areas from the text book page 22, about 'A nose Bleed'.

T2: In some ways the integration of skills like listening and speaking is good. It lacks dictation to integrate listening and writing. No moral stories like fables. No listening of dialogue. No listening and note taking activities. These and other short comings make the listening lack authenticity.

T3: listening lessons contents are not authentic because some of the tasks are not supported with authentic content/tasks.

T4: some of the listening contents/tasks are authentic-e.g.B2.5: accidents at home, B5.1: Successful advertisement.

T5: not because from the given listening contents most of them are not authentic.

T6: It cannot be said that listening contents or tasks have an authenticity in nature   except A1.3. Listening: Darartu Tulu, **A2.9.Listening**:A nose bleed and A9.2 Listening: The Rift Valley Lakes.

T7: The listening contents are not authentic inputs for the listening tasks, but photos, pictures and terms of different objects are used to some extent.

T8: No, they are not authentic and relevant.

OEIQ: 2. which topics and contents are unfamiliar to the students?
T1: As to the level of grade 10, there is no unfamiliar topic. Anyhow even if the name of people, country, historical events are out of local knowledge it must be exercised to know. There are areas where vocabularies are difficult and inadequate.

T2: there is some unfamiliar topics given.eg.A3.5: Ben and the Devil. Because,in certain areas it is not accustomed that a man talk to devil. So it is unusual to see such events.

T3: There are topics which are unfamiliar to students. e.g. The topic about description of a job under B11.1,pp 200 and interview questions of dos and do not's are unfamiliar to students.

T4: As to me, A6.3 Daniel's Story and A7.2: Floods in Bangladesh are unfamiliar to the students. B2.7: what would you do? In this listening content, Gemechis- is mentioned as if he is a female (pp.240:2).

T5: All listening contents in this level are not familiar to the students of this level.

T6: In my view, A3.5, Ben and the Devil is unfamiliar and the objective is not clear.A7.2.Floods in Bangladesh is un familiar to the students.

Because the students learn nothing from Ben and the Devil and floods in Bangladesh is not relevant.

T7: e.g. A7.2, about floods in Bangladesh is unfamiliar, because students do not know where Bangladesh is.

T8: Actually there are some photos used in the textbook but, only few of them are used for listening contents. And also the textbook doesn't let students to learn by using audio video materials.

OEIQ: **3**. Are the listening lessons' contents/tasks relevant to the students' needs and interests?

T1: In my opinion it is medium.

T2: The contents are in some areas relevant but word choice using unfamiliar vocabularies hinder the understanding of students. It does not evaluate different tasks.

T3: The listening lessons content are difficult for students because they do not pay attention to students' age, culture and interest.

T4: Yes, the listening lessons contents/tasks such as **A2.2**, Accidents, **A2.9**: nose bleed, **A3.5**: Ben and the devil, **A8.2**: education in Ethiopia-where is it going? Are they relevant to students' interest?

T5: Even if the content is relevant, there is a lack of audio material makes it more irrelevant for each listening contents.

T6: They are irrelevant because not all in all relevant to the students' needs and interests. Some of the contents of the tasks are to some extent relevant and adequate.

T7: as I have said most of the listening contents nature is ambiguous to the students so, most of the time they are not interested in doing listening tasks.

T8: I think the tasks are somewhat better in arousing and meeting students' interest.

OEIQ: 4. what can you say about the relationship of the listening contents addressed in the textbook and the actual listening lessons implemented in the class?

T1: Some listening contents are prepared in the context of big towns and cities which did not take in to consideration the rural students' life. So they are beyond the understanding of students. Luck of listening devices like tape recorder if possible. Luck of self-confidence to react what they listen to when they are asked by their teacher. The insufficient grammar structure and vocabularies they had in the past grades which block them not to well participate in the lesson.

T2: it should change the variety. It is always read by the teacher and answered by the students. Anyhow since the listening has its own purpose it is better than the other listening for academic.

T3: Difficulties of students for learning listening are lack of ability to identify the correct pronunciation, poor listening skills and paying only special attention to grammar and vocabulary.

T4: According to me, due to our students poor educational background and the wide   range of listening contents addressed in the textbook there is a gap to be fulfilled.

T5: It should be assisted or supported by audio or video materials.

T6: it is not applicable outside the class because some of them are irrelevant, and lacks authenticity. Therefore, it must be designed in the way it arouses students' interest and must be relevant. The reason is the textbook we are using, not only the Listening content, but also all the language skills speaking, reading and writing are not well prepared.

T7: most of the time students are more interested and motivated in listening classes than others, and I think it is because of their nature, means that when they are suitable and interesting to the students.

T8: most of the listening contents ask students to practice real world use of language like communication, pronunciation and most of the tasks and exercises have this kind of such nature, so I can say they are applicable to outside classroom.

5. Checklist for analysis of communicative tasks
      5.1. Goals and rationale
1. OEIQ: To what extent are the goals of the listening tasks obvious a) to you and B) to your students?
   T1: a).medium   b) low
   T2: the listening texts are not used proportionally due to time constraints and difficult to measure the outcomes. I assume as low for me and the students.
   T3: **a**) medium b) low
   T4: a) low   b) low
   T5: It is not obvious for me and my students.
   T 6: a) medium   b) low
   T7: a) medium   b) It depends on students
   T8: a) medium b) low
2. OEIQ: To what extent do the listening contents and tasks reflect real-world or pedagogic rationale? Are they appropriate and relevant?
T1: They reflect real-world to some extent because if we look at the listening text on each unit of grade 10 English textbook, they all reflect real-world except unit 3 listening text about 'Ben and the Devil'. So the reflections of the texts have no problem.

T2: Not**,** because they are not prepared from different angles to make it attractive stories, dictations and dialogues so, it lacks variety.
T3: Not at all**,** because the listening contents are not devised based on the real-world and pedagogic reasons**.**
T4: To some extent**.** For example**,** B2.1 accident at home, B5.1 successful advertisement and A8.2 education in Ethiopia-where is it going?

T5: pedagogically the appropriateness and relevance is measured depending upon teaching aid prepared for the task. Until there is a lack of teaching aid cannot measure it properly.

T6: actually all the listening contents/tasks in the textbook especially, listening has the nature of real-life, because they are activities to be carried out by the students day to day life and asks students practice kind of language that students could use outside the school and the classroom.

T7: As I see listening contents have a real world nature which lets students practice language that they could use outside the classroom

T8: It has to some extent both pedagogic rationale and real-world life senses.

3. OEIQ: **Do the contents encourage learners to apply classroom learning to the real-world?**

T1: Yes, they do. Because the contents are about what the students are aware of before, formally or informally

T2: In some ways only e.g. sport, geography, history but not fully   expressed to these and other academic relations.

T3: Yes, to some extent, because after they dealt with listening like sport an athletes, they can practice individually or in group in school or outside school.

T4: No, it does not. It is not designed according to our students' standards or it is not based on our students' background knowledge.

T5: It does not encourage applying it in the classroom because it lacks the teaching aid like no audio.

T6: Yes they are, but students may not notice it as long as we don't let them to watch the listening contents supported with videos and audio most of the time. But they are not interested in the way that they can understand it simply.

T7: Yes, the contents are assumed to be applicable but most of the time it doesn't let students to experience with the activities that much.

T8: It is to some extent, but due to lack of exposure to listening activities with authentic nature, it impedes students' motivation.

5.2. Input

1. OEIQ: What form does the listening input take?

T1: It has to take real-world form.

T2: It has to take pedagogic and real-world rationale. If not it can never go beyond the teacher reading and the students listening and answering.

T3: It has to take authentic, relevance and adequate form.

T4: The listening input has to take forms and stages of listening like authenticity.

T5: The listening input should take all appropriate materials for teaching to this level.

T6: It should take relevance, authenticity, adequacy and pedagogic rationale.

T7: It has to have different forms like real-world and pedagogic form presented using charts, pictures, words different stories, advertizing objects.

T8: It must take real-world form because to make

2. OEIQ: Are they appropriate to the level, needs and interests of the learners?

T1: No. they are not because they have some in appropriate inputs.

T2: No. because some listening contents are not exercised in the community.

T3: No because some are myth to the students.

T4: No they are not. Because some of the contents input are full of mysterious inputs.

T5: Not authentic.

T6: No they are not because they are bulky. Even they are not appropriate and adequate for the teacher to overcome with in forty minutes.

T7: To some extent some are authentic.

T8: It lacks authenticity, relevance and adequacy

3. OEIQ: What is the impact of verbal inputs (listening contents/texts) appended at the back of students' textbook on the students' listening performance? Is that appropriate? Are they relevant and adequate?

T1: It has no authenticity because the passage which is always given under part to be read by teacher for the students is found at the end parts of students' textbook. So when ever students are ordered to listen and told to take some notes outs of what they listened, they can easily get the topic on their topic. So it is not appropriate, relevant and adequate because it is read at home by students.

T2: Most of the time listening contents appended at the end of students' textbook is not relevant, appropriate and adequate because it lacks authenticity to practice real world use of language and most of the contents and role plays have no naturality, so I can say they are not purposeful.

T3: Listening lessons contents appended at the back of students' textbook is not appropriate. because it minimizes students' effort to find the answer and give attention on to the teacher. That is it is not aimed to teach listening in real-world perspective, because students read at home and come up with much information. Therefore, it has to be isolated and prepared in separated form either on its own or only teachers' guide.

T4: Most of the contents is not student centered. Teachers do mostly the guiding and monitoring contents. And of course the tasks promote pair and group work, however it's really messy. Means that it paves the way for the students to listen and mostly it is uncomfortable for the teacher to control things in the classroom.

T5: Actually there are lots of contents used in the textbook but, only few of them-the listening contents are used for reading tasks rather than listening. And also the textbook doesn't let students to learn by using audio/video materials.

T6: No they are not relevant and adequate enough because they are reading rather than listening.

T7: The listening contents appended at the back of students' textbook affect the preferences of the students negatively. They are not relevant and in adequate because they are not authentic listening but merely reading. They are not appropriate.

T8: As I think the listening contents or texts should have been put on the teachers guide separately from students' textbook. Because it seems reading text; as a result, students find in formation in advance and the listening loses its relevance, authenticity and adequacy**.**

5.3. Contents of the Listening Activities

1. OEIQ: Are the contents appropriate to the communicative goals of the tasks?

T1: there are no authentic inputs for the communicative tasks, but pictures and sayings of different countries are used to some extent in some areas only.

T2: No they are not.

T3: No. They are not, because listening lessons contents are not devised based on the students level of cognitive and to achieve communicative goals.

T4: Most of the activities are not appropriate to the communicative goals rather than based on answering the comprehension questions.

T5: The given activities are good for communicative goal, but it is not supported by authentic learning materials.

T6: Yes, the activities are appropriate for the communicative goals of tasks. But the students do not bother to listen to the teacher attentively.

T7: They are not entirely appropriate but there is an occasion at which they encourage communicative because the students do not have exposure to achieve goals of task.

T8: The inputs are not authentic and are not appropriate to the levels, needs and interests of the learners.

2. OEIQ: If not, can they be modified to make them more appropriate?

T1: Yes they can be modified to make them more appropriate.

T2: Yes, changing ways of preparation and presentation on making listening purposeful.   e.g. listening for academic and recreation.

T3: Most of the contents given in the students textbook need certain effort to develop communicative skills. Teachers' role is to explain what the students have to do and then to control students' activity. Besides, most of the tasks are hard to some students in promoting communicative goals.

T4: Yes can be modified to make them more appropriate by minimizing the listening texts in unauthentic by maximizing different authentic contents.

T5: Yes, they can be modified to make them more appropriate, relevant and adequate.

T6: Yes, because the text or passage which is appended at the back of the textbook with their answer in all chapter embedded the listening content relevance, authenticity, adequacy and goal.

T7: Yes they can be modified.

T8: Yes, certain change should be made to make it appropriate.

3. OEIQ: Are the listening contents/tasks or activities designed to stimulate students to use bottom-up or top-down processing skills?

T1: They are designed in top-down processing skills.

T2: Almost it begins with simple listening text then changed to complex listening contents but which are not measured to match the given time for listening.

T3: Yes, they are. Because most of the time the contents let students practice the language that they might use outside the classroom in top-down process.

T4: No. As I mentioned above, some of the listening contents are unfamiliar so that they are designed to stimulate students to use top-down rather than bottom-up. e.g.A6.3,exercise 1.

T5: I can't say it is well designed or not until there is lack of teaching aid for listening activities and task that indicates from bottom-up(top-down).

T6: Yes**,** they are designed to stimulate bottom-up processing skills. But there are time allocation problems to teach the content in detail to achieve the goal.

T7: Bottom-up processing skills are taken in to consideration.

T8: They are designed to **s**timulate top-down processing skills.

4. OEIQ: Are the activities designed in a way which will allow learners to communicate and cooperate in groups?

T1: Of course, the activities are designed in a way that allows learners to communicate and cooperate in groups.

T2: Not at all. All the listening texts allow only self relied understanding.

T3: Not all. But only the speaking activities in the textbook encourage students to do in pair and group and I think it is more helpful to develop the language than to listen simply what the teacher says. In relation to this most of the tasks are given to the students to do individually.

T4: Not all the activities designed to allow learners to communicate and cooperate in group. E.g. the first two listening lessons A1.3 and B1.1 are designed for individual activity.

T5: No. because it only allows communicative and cooperative if arranged with authentic materials.

T6: No**,** they are not because they do not allow all learners to communicate and cooperate in groups.

T7: Some of them are not designed to allow learners to communicate and cooperate in groups.

T8: The activities are not suitable to do in groups because the text itself is not appropriate and relevant even it is bulky.

Appendix K

TRANSCRIPTION OF STUDENTS' RESPONSE TO OPEN ENDED INTERVIEW QUESTIONS

Key: **OEIQ**: Open ended Interview Questions
    S: Student Respondent

1. OEIQ: 1.Your impression about the listening lessons' contents included in the English textbook: a. Are the listening lessons' contents appropriately designed to your standard?

S1: No, they are not. I cannot understand the topic easily; I face difficulties in understanding the content because the content misuses unfamiliar terms that affect my knowledge in listening. In addition, I am often confused in the class while I listen to content of listening.

S2: No**,** because the listening lesson content preparation did not consider students' level of knowledge, culture and environment in which the lesson is implemented.

S3: No, because the listening content is not well enough prepared and is not supported with authentic materials like audio or video.

S4: No, because the content does not briefly state the goal of language and what it provides is no clear.

S5: No, the reason is that the listening content is prepared for native students not for second language learners.

b. OEIQ: If your answer to question number 1 is no, can they be modified to make them more appropriate to you?

S1: All the **four** students (S1, S2, S3, and S4) said that yes**,** it can be modified to be adequate, relevant and authentic by supporting the content with video or audios.

S2: Yes it can be prepared in a better way. This is possible by using tangible contents that has authentic inputs and using materials that are trustful.

c. OEIQ: Are the listening contents or tasks   authentic? If yes, from the textbook which one?

S1: To some extent certain of the listening contents are authentic like Darartu Tullu. But some of the listening contents are not authentic e.g. Ben and the Devil which is not concretely practiced in our society.

S2: Yes, topic like Darartu Tullu and nose bleed. But the rest talks about the culture of other area out of students' tradition.

S3: No, because not only the content of the listening, but some of the listening contents are not only adequate, relevant and authentic except few topics.

S4: No**,** some of the listening contents are not authentic because the listening lessons are not prepared considering students' cognitive maturity and the contents are not adequate enough.

S5: no, the reason is that the listening content lesson does not give enough information

2. OEIQ: Which topics and contents are unfamiliar to you?

S1: There is no idea I have that this is clear, familiar except sport because the other are from other area and reflect their culture.

S2: All the contents are ought to be prepared concerning language principle according to their familiarity order centering on students interest and need or it has to be consider the entire students in the country from center to remote. But if some are familiar in certain area and some are not familiar. E.g. Ben and the Devil, Floods in Bangladesh, drug.

S4: For example**,** simply if we take sport on newspaper report on Darartu Tullu(A1.3), it is obviously known in urban area but not known in rural area. Therefore, its content is not clear for student from countryside.

S5: Not only content, but also certain listening meanings are not known precisely because they are not given vividly. E.g. unit 6: Drugs, A6.3 Daniel's story, which students are not familiar with. That is certain students know drugs as medicine which is useful. But drugs are of different kinds-harmful and useful drugs.

3. OEIQ: How do you see the listening lessons contents/tasks? Difficult, Easy, relevant or what?

S1: To achieve the content of the listening lesson, the lessons' input ought to be supported either with real picture or video to create mental picture in my mind. So the content of the listening is somewhat difficult and irrelevant.

S2:Difficult.That is some content topics are unfamiliar but the time given is very short to make analysis to understand. Even the textbook in which the listening content is included is not appropriate, because it is balky and it does not teach the content sufficiently to achieve communicative goals.

S3: If it was to my standard, it is easy; but now the content is not prepared to my standard. So it is difficult.

S4: Its content is difficult to deal with because it has no adequate, relevant and authentic concept. Next about the layout and design of the listening content was categorized into *fair* Each topic served unsuitable and clear pictures, yet the layout of the content of the textbook was designed in unattractive colors, and. The cover of the textbook also contained the picture of some students which were uninteresting.

S5: In terms of listening content presentation, the topics introduced in the text throughout different parts, exhibit a greater unlikely hood for learners to gain interest. The topics are of general to all learners and irrelevant to my background knowledge, which makes the text listening content difficult comprehensible to the students.

4. OEIQ: What do you use to learn listening when you encounter irrelevant contents?

S1: I prefer to attend and practice to listen to familiar and relevant.

S2: I inform my English teacher to prepare and present relevant and adequate listening content to foster my listening skill.

S3: I pretend to listen to unfamiliar content topic to develop listening skill as much as possible.

S4: Still what I listen is stranger to me. Therefore, as far I am concerned I attempt to understand while I listen and if I get my standard, it is my favor.

S5: The reason for this can be that the text is primarily written for native language speaker proficiency level of students rather than to promote second language learners for Specific

Purposes. So I inform my teacher the difficulty I face to understand the listening content to minimize my high regression.

5. OEIQ: What is the impact of verbal inputs (listening contents/texts) appended at the back of students' textbook on the students' listening performance? Is that appropriate?

S1: The listening passage appended at the back has no verbal input, because it lacks authenticity that is students read at home and come up with information to the class. But it aids students to read and grasp the listening content again at home.

S2: It is very good because it makes me aware the content while I go back home.

S3: It has no enough use because it makes slow learner students passive in order not to cope with the content naturally.

S4: It has use. But it is not relevant and appropriate to my standard. Because it lacks authenticity, due to the reason I read at home. Therefore, it is reading not listening.

S5: Its preparation is not appropriate because it lacks relevance and adequacy regarding listening. But it ought to be set as separated form from the students textbook and must be prepared on teacher's guide.

6. OEIQ: What do you consider as problems in learning of listening?

S1: I consider it has authenticity problems. Because to make listening content relevant, authentic and adequate, it has to be supported with tape-recorded and videos.

S2: There is insufficient variety of content in the topic of the textbook listening lesson.

S3: Most of the time teachers teach listening content only orally. But what is orally taught may be forgotten. So it has to be supported with pictures, audios and videos.

S4: Some of the listening contents are note set in the way they stimulate the learners interest.

S5: It has certain defects like the teaching strategy because it is not supported with teaching media and does not meet learning style of the students in natural way.

7. OEIQ: What other things can you tell me about the listening contents or tasks in the course book?

S1: The listening lesson has to be independent topic to be taught in separated way in the way it can be integrated to other skills.

S2: Certain listening lesson contents are not supported with authentic material like mass media-TV, radio, tape recorder and video. So to improve the listening content, it should use media.

Student 4: Some of the listening lesson contents are not appropriate to all grade 10 students. Therefore, since listening is the crucial language skill, great attention must be given to its preparation regarding its relevant, adequate and appropriateness.

S3: Learning listening is mandatory, so the preparation has to consider as a preliminary situation students' culture, environment, socio-politics, interest and age to meet the students' need.

S5: The content has to be interesting, less challenging and motivating contents categorized and supported with interesting and motivating activity. As much as possible, every unit should be presented with a drama, song as its teaching and then also interesting games.