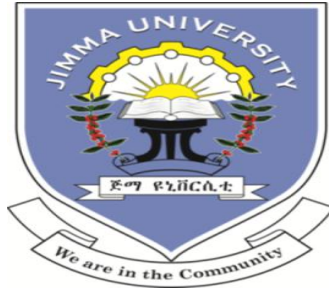


JIMMA UNIVERSITY

**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES,
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**



**EFL TEACHERS' AND LEARNERS' PRACTICES OF
TEACHING AND LEARNING LISTENING SKILLS AND
CHALLENGES THEY ENCOUNTER: SEKA SECONDARY
SCHOOL, GRADE TEN IN FOCUS**

**A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH
LANGUAGE AND LITERATURE IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**

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**JANUARY: 2021
JIMMA, ETHIOPIA**

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Listening Skills and Challenges They Encounter: Seka Secondary
School, Grade Ten in Focus**

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**A Thesis Submitted in Partial Fulfilment of the Requirements for the
Degree of Master of Arts in Teaching English as a Foreign Language**

**Department of English Language and Literature
College of Social Science and Humanity
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January, 2021

Declaration, confirmation, approval and evaluation

Research Title: EFL Teachers’ and Learners’ Practices of Teaching and Learning Listening Skills and Challenges They Encounter: Seka Secondary School, Grade Ten in Focus

Declaration

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

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Confirmation and Approval

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ABSTRACT

This study was conducted to investigate EFL Teachers' and Learners' practices of teaching and learning listening skills and challenges they encounter in grade ten EFL classroom. This research was a descriptive study. Moreover, the current researcher employed both the quantitative and qualitative methods. The subjects of the study were 132 randomly selected grade ten students and all grade ten English Teachers of Seka Secondary in 2020/2021 academic year. Data was gathered by means of questionnaire, interview and observation. Data obtained through questionnaires were organized and analyzed quantitatively while data gathered through interview and observations were analyzed qualitatively. The findings indicated that difficulty in understanding of the spoken text was due to limitation of English proficiency, lack of opportunities to use and to practice English listening skill, inability to understand native pronunciation and poor teaching and learning habits. Moreover, it was found out that the speed of the speaker, length of the text, less quality of recording materials were problems students and teachers encountered in teaching and learning listening skills. Most of the students felt that it was quite difficult to understand listening text since it contained unfamiliar words in it. On the basis of the findings, ways of solving the problems such as applying active teaching learning method during listening lesson in classroom, familiarizing students with native speaker accent (pronunciation), using appropriate teaching and learning listening techniques, giving opportunities to practice of teaching and learning listening skills and the like were recommended.

ACKNOWLEDGEMENTS

I must first and for most thank God, the Lord of Lords, for giving me the strength to bear all the difficulties I faced when I did this study. Next, I would like to express my heartfelt gratitude to my advisor, Dr. Temesgen Mereba, and Dr Asnakech Demissie for their constructive advices and critical comments from the beginning to the end of the research work. They have been giving me valuable comments that significantly contributed to shape my proposal through the final research work. My wife, W/ro Zenebech Eshete had a lion's share contribution in my study. She has been an all time advisor. Thank you Zene! My thanks also go to Ato Idilu Hailu Director of Seka Elementary school for his cooperation to help me by providing different materials that need for the success of my work. Likewise, I am also thankful to all my colleagues of Seka high School teachers for their moral and ideal support for the accomplishments of my work. Particularly, I would like to provide my thanks to Ato Fuad yasin for his constructive suggestions and proof reading.

I want to extend my thanks to Ato Muluken Temam director of Seka Secondary School and Ato Madad Hasen vice director of Seka Secondary School for their permission to conduct the research in their school. And the same thanks again to the staff members of the English Department at Seka Secondary School for their valuable support and comments. Moreover, my special thanks go to English language teachers and students who were my data sources.

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CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Listening is the ability to identify and understand what is said by others. This process involves understanding a speaker's accent or pronunciation, the grammar and vocabulary, and comprehension of meaning (Thomlison , 1984). Good listener is capable of doing these four things at the same time.

Listening has long been the neglected skill in second or foreign language, teaching and learning process. To support this view, Rost (2006) asserts that listening is the one that has historically been the neglected and misrepresented in second language or foreign language classrooms and hence, has been the skill, which has been the least taught in every level of education. Nunan (2002:380) calls it “the Cinderella skill in second language learning” and argues that proficiency in a L2 has tended to be viewed in terms of ability to speak and write the language in question, with listening (and reading) relegated to a secondary position.

Listening comprehension has received considerable attention in the fields of applied linguistics, Psycholinguistics and second language pedagogy during the last 20 years, (Ur , 1984; Anderson and Lynch, 1988; Underwood, 1989; Flower dew, 1996). The result of the large body of research have shown that listening is not a passive process, in which the listener simply receives spoken message, but rather a complex cognitive process, in which the listener constructs the meaning using linguistic knowledge. Although language learning depends on listening since it provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication,

In the last 15 years there has been an explosion in the understanding of how students learn and study and how teachers can help them to be more motivated strategic and self-regulated learners (Lynch, 2009). This tendency calls for learners’ responsibility for their own learning. In other words, students should become strategic learners who are active participants in their own learning rather than a passive receiver of what is taught. The role of the teacher is to help students to develop strategy, which enable them to become learners that are more independent and to take some of the responsibility for their own learning (Weden , 1998).

Accurate and fluent listening relies on listeners’ meta-cognitive knowledge using both bottom-up

and top down processing strategies and their ability to orchestrate appropriate “strategies in a continuous meta cognitive cycle” (Vandergrift & Tafaghodtari , 2010: 470) . This meta-cognitive cycle “involves the use of planning , monitoring, problem solving and evaluating to effectively regulate listening comprehension” (Vandergrift & Goh , 2012).Therefore, it is apparent that for successful L2 listening, learners and teachers have to be automatically engaged in several interactive strategic processes to construct meaning.

Vandergrift & Goh , (2012) stated that L2 listening instructional approach include process- and product oriented listening instruction .Field (2008) surmised that L2 instructors mainly relied on product-oriented approaches that focus primarily on the learners’ abilities to answer listening comprehension questions.

Similarly, Vandergrift and Goh (2012:4) stated, “listening in many language classrooms tends to focus on the outcome of listening,” With listeners being asked “to record or repeat the details they have heard or to explain the meaning of a passage they have heard”. While such activities provide learners with listening experience and exposure, Field (2008) argued that when teachers merely focus on the product of listening, they do little to help learners develop their listening competence, as they are testing listening rather than teaching it.

On the other hand, in the process-oriented approach as Field (2008) stated learners are assisted to explore and extend their capabilities to achieve an overall listening development. In this approach, most of the responsibility for developing listening skills rests with the students, guided by the teacher. It is truly student centered, and these activities can be very helpful for students. Vandergrift (2004) describes a process approach to listening instruction as: predict and listen, discuss and listen and Listen and reflect.

Gilakajani & Ahmadi (2016) stated that listening activities prevent failure so that they can support the learner’s interpretation of the text. A typical process- oriented listening lesson consists of three stages: pre-listening, listening, and post-listening (Underwood, 1989; Saricoban, 1999:4). For the listening lesson to be effective these stages should be performed well. Pre-listening Activities serves as warm up for listening which includes activating prior knowledge, reading the comprehension questions in advance, predicting content from the title, pictures maps or graphs, informing the type of text ,the students role and the purpose of listening .

The While-listening activities are directly related to the text and listeners are asked to do these during or immediately after listening. Listeners who participate actively in the listening experience

are more likely to construct clear and accurate meaning as they interpret the speaker's verbal message and nonverbal cues. During the listening experience students verify and revise their predictions. They make interpretations and judgments based on what they heard. Listening teacher may ask students to note down key words to work out the main points of the text. Students answer comprehension questions while listening to the text and select specific information to complete the table provided with the text (Underwood, 1989; Saricoban, 1999).

Using notes made while listening in order to write a summary, reading a related text, doing The Post-listening activities can be used to check comprehension, evaluate listening skill, use of listening strategies and use the knowledge gained to other contexts. It includes activities such as relating it to the pre-listening activity such as offer students' opportunities to connect what they have heard to their own ideas and experiences, and encourage interpretive and critical listening and reflective thinking. May extend the topic and help the students remember new vocabulary a role-play, writing on the same theme, studying new grammatical structures, practicing pronunciation, discussion group, craft project etc. are some post listening activities. Each activities in the three stages should give purposes such as: general information, specific information, cultural interest, the organization of ideas, sequence of events, lexical items, structural items and functional items (Saricoban,1999).

In fact listening is the most frequently used language skill in everyday life. In our daily lives, we spend far more time listening than speaking, reading, or writing (Morley, 1991). Similar to this, Wolvin and Coakly, (1991) say listening takes more part of daily communication time than other form of communication inside and outside of the classroom. A large proportion of second language and foreign language research findings indicated that listening is the most important skill for language learning, because it is the most widely used language skill in normal life (Morley 2001, Rost, 2001). Listening is not only the first language skills developed, it is also the skill most frequently used in classroom. In language classes, listening ability plays a significant role in the development of other language skill. Supporting this idea, (Ferris, 1998) says, listening is the skill that used frequently in the classroom. Thus listening is a basic language skill prior to the other language skill.

Listening plays a significant role in the lives of people, the teaching of the listening lessons provided in the student's textbook is less emphasized and the role played by the teachers to

encourage the students to learn listening skills is inadequate. (Andualem, Dagne & Demelash, 2017).

One way of providing solution to English language learners and listening skills problem can be focusing on EFL teachers perception and practice of teaching listening skill .Teachers' cognition encompasses the mental lives of teachers, how these are formed, what they consist of, and how teachers' beliefs, thoughts and thinking processes shape their understanding of teaching and their classroom practices (Borg, 2006).

Teacher's beliefs can reflect their own teaching philosophy in actual teaching activity. Several studies, however, suggest that teachers' self-expressed teaching beliefs that they claimed before do not always match with their practice (Farrell & Bennis, 2013). Put simply, if teachers do not practice what they preach, then that is problematic. Dobson & Dobson (1983:21) believe that "any real improvement in schooling will occur only when teachers are experiencing beliefs-practice congruency". Therefore the awareness of the congruency of beliefs and practices may better help teachers who put teaching training they received into practice, improving teaching efficiency. What is more, although teacher cognition research has provided substantial new insights into what EFL teachers believe and do in practice, very few studies have gathered evidence of what teachers do in the classroom for listening (Graham, 2017).

To this end, the present study was conducted to improve practice of teaching and learning listening skills and reduce challenges they encounter.

1.2. Statement of the problem

Lynch (2009) holds that teaching learning of listening skills has long been somewhat neglected and a poorly taught aspect of English in many EFL programs; it is now regarded as much more important in both EFL classrooms and second language research. Listening involves an active process of deciphering and constructing meaning from both verbal and non-verbal messages (Nunan, 1998). Thus, labeling listening as a passive skill is quiet wrong.. Listening is the basic tenet of language learning in which other language skills are dependent. Listening comprehension is one of the fundamental skills in language learning. It is a critical skill which students need to learn and practice (Underwood, 1989). In Ethiopia, English language is used as a medium of instruction in secondary and tertiary level. Since listening ability plays an important role in helping students to communicate intelligibly and to perform better in other field of studies, it is treated in English

Syllabus along with Speaking, Reading, and Writing skills. However it seems that listening instruction receives less emphasis in the classrooms.

A lot of English teachers complain that many students in EFL listening classes are passive listeners and they are unable to comprehend listening texts. The current Researcher also shares this idea from his practical experience and personal observations that the listening ability of the listener at the secondary school level is below the expected ability required of them. Even though, listening lessons are incorporated in the current textbooks; the existing tasks are not comprehended well by the learners as well as attention has not been extensively given like other skills. Indeed, this is a critical problem, which instructors have paid attention and looking to the destructors that block their understanding and the meaning it conveys. In the actual study site there are a numbers of problems that affect students and teachers listening skill. For instance, basic background of knowledge, limited vocabulary and grammar, failure to concentrate, lack of interest and confidence are students listening skills related problems. Problems like, pronunciation, use of unknown words, hesitation and pauses are some of teacher's related problems. This is what the present research will try to demonstrate and initiate the researcher to conduct study on listening skill problem of teachers and student's face in EFL classroom.

The major issue of this study is teaching and learning listening skills. Variables for this study are teachers and learners practice and challenges of listening.

Indeed, some local studies have been conducted previously on the issues related to listening skill. For instance, Muluken (2008), Mulu (2016), Emet (2015), and Andualem , *et al.* (2017) are the researchers those conduct their research on different issues of listening. For example;

Muluken (2008) conducted a survey on the practice of teaching listening skills at Gondar town primary schools (Grade 8) in that he opined that though listening is incorporated in English syllabus, it is less practiced. This may be attributed to varieties of factors. Identifying the root causes of the inadequacy of practice can help the immediate stake holders to think of the way out and the areas to be addressed to teach the skill appropriately.

Mulu (2016) in his descriptive survey investigated lecturers' and students' perceptions of the effectiveness of teaching listening skills to English foreign language students at three Ethiopian universities and the result revealed that the teaching of listening skills was mostly poorly done and that the listening material used was not suitable and did not interest students.

Eminet (2015) in his descriptive survey design research investigated the effectiveness of teaching listening skill with regard to three secondary schools. The finding revealed that current practice of the teacher contradict with the pedagogical procedures suggested for teaching listening skill in the teachers guide and another ELT literature. Though teachers claimed that they have been using the text and give appropriate feedback, the students' response and observation result indicate a great gap between what the teachers said and their actual practice.

Andualem, *et al.* (2017) in their descriptive survey investigated English as a foreign language teachers' and students' attitude and implementations of listening skill in secondary schools the finding revealed that the EFL teachers had positive attitude towards the teaching of the listening comprehension skills however less attention was given to the teaching of the listening lessons provided in the student's textbook. It is also found that teachers played inadequate role to encourage students to learn listening skills.

The above studies investigated the practice, lecturers and students' perception of the effectiveness, teachers' and students' attitude and implementation of teaching listening skill, but none investigated the EFL teachers and learners practice of teaching and learning listening skills and challenges they encounter in high school level. So, the researcher strongly believe to fill the gap of the research on investigation EFL teachers and learners practice of teaching and learning skills and challenges they face in secondary school.

The study was attempted to answer the following three basic questions:

- How do EFL teachers' practice teaching the listening skills?
- To what extent do EFL learners practice the listening skills?
- What problems do grade 10 EFL teachers and learners encounter in the teaching and learning of English listening skill?

1.3. Objectives of the study

1.3.1. General objective

The general objective of the study was to investigating EFL practice of teaching and learning listening skills and the challenges they encounter.

1.3.2. Specific objectives

The specific objectives of the study would be to:

- Identify how grade 10 EFL teachers' and learners' practice teaching and learning the listening skills.

- Check whether grade 10 EFL teachers and learners play their due roles in the teaching and learning of English listening skills.
- Pinpoint problems grade 10 EFL teachers and learners encounter in the teaching and learning of English listening skills.

1.4. Significance of the study

The study point out the EFL teachers and students' practice of teaching and learning listening skills encounter at Seka Secondary School. The study would be provided an awareness of factors that causes to poor performance of EFL teachers and learners' practice of teaching and learning listening skills. This study would benefit the following stockholders in teaching and learning process of listening skills.

- EFL teachers may have a better understanding of their students listening skills difficulties.
- It helps to reduce students' listening difficulties.
- EFL teachers examine their own teaching methods to improve students listening comprehension
- Serve as a reference for further research.

1.5. Scope of the study

The current study is delimited both conceptually and geographically.

Conceptually this research delimited itself to EFL Teachers' And Learners' Practices of Teaching and Learning Listening Skills and Challenges They Encounter: Grade Ten in Focus

Geographically, this study was conducted in Jimma zone Seka chokorsa woreda, Seka secondary school .In addition to this, the study would be done in 2020 academic year of learning teaching process and the source of data for the study would be a grade 10 teachers and students of Seka secondary school.

1.6. Limitations of study

The researcher planed to collect data from teachers and learners according to schedule. But it was completely impossible to gain data from teachers and learners in case of COVID-19. This pandemic disease added extra time to gather data. Data gained from the respondents that are questionnaires and interviews were collected during the registration of new class of 2020. In case of Corona virus, classroom observation was done after teaching learning processes were started. Moreover, English teachers and students show less interest and willingness to responses questionnaire and interviews in case of this pandemic disease. Despite this restriction however, the researcher attempt to make the study as complete as possible.

1.7 Operational Terms

EFL /English as a foreign language/

L2 /Second Language /

TEFL /Teaching English as Foreign Language /

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Definition of listening

According to Brown, (1994), Listening is hearing, understanding, remembering, interpreting, evaluating, and responding. According to Anderson and Lynch (1988), arguing what is successful listening, understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means . Underwood (1989) simplified the definition of listening to "the activity of paying attention to and trying to get meaning from something we hear".

Mendelsohn (1994) defines listening comprehension the ability to understand the spoken language of native speakers. O'Malley, Chamot, and Kupper (1989) offer a useful and more extensive definition that listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfil the task requirement.

Mendelsohn (1994) points out that, in listening to spoken language, the ability to decipher the speaker's intention is required of a competent listener, in addition to other abilities such as processing the linguistic forms like speech speed and fillers, coping with listening in an interaction, understanding the whole message contained in the discourse, comprehending the message without understanding every word, and recognizing different genres. Listeners must also know how to process and how to judge what the illocutionary force of an utterance is- that is, what this string of sounds is intended to mean in a particular setting, under a particular set of circumstances -as an act of real communication (Mendelsohn, 1994).

Purdy (1997) defined listening as "the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and non-verbal), needs, concerns, and information offered by other human beings" (p. 8). Listening comprehension is an inferential process (Rost, 2002). Linguistic knowledge and world knowledge interact as listeners create a mental representation of what they hear. Bottom up and top down processes are applied to get to this mental representation and achieve comprehension. Rost (2002) defined listening as a process of receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement,

imagination and empathy. To listen well, listeners must have the ability to decode the message, the ability to apply a variety of strategies and interactive processes to make meaning, and the ability to respond to what is said in a variety of ways, depending on the purpose of the communication.

On the other hand, it is widely admitted that listening comprehension is not merely the process of a unidirectional receiving of audible symbols, but an interactive process (Brown, 1994). A key to human communication is the ability to match perceived meaning with intended meaning. Underwood (1989) simplified the definition of listening to the activity of paying attention to and trying to get meaning from something we hear (p.1). Oxford (1990) defines language learning strategies as techniques that learners utilize to improve the use of target language information.

According to Tomlinson's, (1984) listening is the ability to receive message and interpreted what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar, vocabulary and comprehension of meaning. An able listener is capable of doing these four things simultaneously. However, Anderson and Lynch (1988) argue that understanding is not something that happens because of what a speaker says; The listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speakers means.

Moreover, Underwood (1989; 1) gives the definition of listening "the activity of paying attention to and trying to get meaning from something we hear". Another definition has been proposed by Lynch and Mendelsohn (2002:193) Listening involves making sense of spoken language, normally accompanied by other sounds and visual input, with the help of our relevant prior knowledge and the context in which we are listening.

2.2. Theoretical basis of Listening

Listening is the one that has historically been the neglected and misrepresented in second language (L2) classrooms, and hence, has been the skill which has been the least well taught (Rost, 2006). Nunan (2002:238 as cited in Rost 2006) calls it " Cinderella skill in second language learning " and argues that proficiency in a L2 has tended to be viewed in terms of ability to speak and write the language in question, with listening (and reading) relegated to a secondary position. In English as foreign language (EFL) course books, listening practiced as skill, but all too often it seems to be viewed as a means of exposing students to new language or of practising language which has already been introduced (Rost.2006:111).

Listening gained a new importance in language classrooms in the 1988s, largely as a result of

Krashen's (1982) in Rost (2006) work on language acquisition through comprehensible input. It has been claimed that over fifty per cent (50 %) of time that students spend functioning in a foreign language will be devoted to listening (Nunan 1998). Despite this, we often take the importance of listening for granted, and it is arguably the least understood and most overlooked of the four skills; listening, reading, speaking and writing in the language.

Beginning in the early 70's work by Asher, Postovsky, Winitz, and, later, Krashen, brought attention to the role of listening as a tool for understanding and emphasised it as a key factor in facilitating language learning. Thus, listening has emerged as an important component in the process of second language acquisition (Feyten, 1991)

2.3. Approaches to learning and teaching Listening

Advances in language learning over the past decades have led to significant changes in how listening is viewed (Uso-Juan and Martinez-Flor, 2006). Therefore, to further understanding of trends in learning and teaching listening, the role of this skill within the environmentalist, the innatist and interactionist language learning approaches.

1. Listening within an environmentalist Approach

According to Uso-Juan, and Martinez-Flor's (2006, up to the end of the 1960s, listening comprehension in language learning and teaching was neglect skill and it was viewed as passive process with no role in language learning. The environmentalist approach to language learning, considered that hearing language was a mechanical process based on a stimulus-response pattern (Uso-Juan and Martinez-Flor 2006:30). In such an approach, Listeners' stimulus consisted in hearing L2 spoken words and the response involved identifying and organizing those words into sentences. Supporting to this view Brown (1986) in Uso-Juan and Martinez Flor states learners' main role was simply based on the recognition and discrimination of sounds rather than on the understanding of what they were listening to. As to this approach it was assumed that just by repeating, imitating and memorizing what listeners heard, listening comprehension take place (Uso-Juan, and Martinez-Flor 2006).

2. Listening within an innatist Approach

Innatist views, which stated that children possess an innate ability that allows them to face the complex task of language learning (Uso-Juan and Martinez 2006). According to this view, special emphasis was given to the mental and cognitive processes involved in the comprehension act. Comprehension was, therefore, a necessary step for language learning and listening was viewed as

the primary channel by which access could be gained to L2 in put, while in turn serving as the reader for acquisition (Rost 2001) as cited in Uso-Juan and Martinez-Flor 2006). As a result of this primacy of listening, listeners' role also changed from merely recognizing sounds to active listeners in comprehension process through the use of mental strategies that were necessary for them to understand what they were listening to (Uso-Juan and Martinez-Flor). They also add that it was assumed that for listening comprehension to take place, the primary condition was to understand language rather than simply repeat, imitate and memorize it (Rost 1990). Based on innatist approach Uso_Juan and Martinez-Flor give the following conclusion:

As can be derived from the innatist view, by the late 1960s and early 1970s listening was seen as the promoter of language learning. However, relevant aspects such as the **interactive** nature of listening, the role that contextual factors play while listening, as well as the fact that we listen for meaning and have a purpose when listening, were not taken into account.(Uso-Juan and Martinez-Flor 2006)

3. Listening within an integrationist approach

By the late 1970s, the role of listening assumed greater importance due to significant shifts in a variety of research field that shaped the interactionist approach to language learning (Uso-Juan and, Martinez-Flor, *ibid*). Under such an approach, it was claimed that listening should focus on a whole piece of discourse rather than listening to single words or short phrases spoken in isolation. Thus, listeners' role changed from merely paying attention to the formal structure being heard toward listening for content and meaning (Rost 2001) cited in Uso-Juan and Martinez-Flor (2006)

As far as interactionist view, Uso-Juan and Martinez-Flor (2006) summarize as follow:

As can be implied from this interactionist view, since the 1980s, listening has been consider as primary vehicle for language learning, achieving a states of significant and central importance in both language learning and language teaching fields (Morley 2001, Rost,2001).

It has been acknowledged that listening is a complex, social and interactive process in which “the listener is actively engaged in constructing meaning from a variety of context and input Sources” Carrier 2003:384).

2.4. Importance of Listening Skill in language learning

Past research has revealed that a large proportion of the research findings indicate that listening is the most important skill for language learning because it is the most widely used language skill in normal daily life (Rost 2001), and it develops faster than the three other language skills, which in

turn suggests that it can facilitate the emergence of the other language skill (Oxford1990). Listening is the first language skill developed, it comes before speaking, reading, and writing (Devine, 1982. Wolvin and Coakly, 1988). Supporting this idea, Atkins, Hailom, and Nuru (1995:106) say, listening was believed to be the first stage in a linear process of learning language items, first learners should listen, then speak, then read, the write; since learning language is an integrate process, it is valuable to introduce all the four skill together so that practice in one can support the development of the others. From this point we can understand that, unless one develops listening ability it is difficult to develop the remaining three language skills. There were studies that indicate efficient listening skill is more important than reading skill as a factor contributing to academic success (Brown 1987).

Anderson and Lynch (1991), also say listening is an essential skill for successful communication. Thus listening comprehensive ability plays an important role in acquisition and improvement of language skills. Rost (2001) states the optimal goal of second language listening development is to allow for the second language to be acquired through listening, not only to allow the listener to understand spoken message in the second language (P.91). Additionally, Rost point out that particularly for adult learners, the process of learning to listen (that is learning to understand spoken messages) and listening to learn (that is learning the syntax and Lexis of language through listening) to not coincide, (2001:97).

On the other hand, Richards (2008) says that by providing aural in put listening accelerates language learning. Because language learning is dependent on listening and it can or cannot the learners directly to the target language (Peterson: 2001:87). By listening to a regular academic program of this skill learner's vocabulary and idioms can be enriched by development their cultural appreciation which facilitates their interpretation of the new language (ibid). So language teachers must help the students to become good listeners because listening is also the basis of cognitive development (Saha, 2008:205). Long (1987) says that teachers are eager to develop students' oral proficiency. Teaching speaking skill in EFL has become a fashion than teaching of listening skill (Richard 2008). But in general speaking cannot be separate from listening. Log (1987) has considered from listening skill as the other half of oral proficiency. Revers (1988) suggested that listening is more useful than speaking English for specific purpose, 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.

From the above point of view one can understand that as listening is very essential in language learning. Therefore in language teaching, it is mandatory to combine the development of the listening ability with the development of the other skills. As long as language learning is an integrative process of four conventional skills should be introduced simultaneously, so that practice in one can support and reinforce practice in the others (Rivers cited in Dagim, 2011).

2.5. Challenges of Teaching Listening

A number of applied linguists Boyle (1985), Flowerdew and Miller (1996), Griffiths (1992), Goh (2000) attributed problems of SL learners in understanding lectures to factors related to the speaker. Flowerdew and Miller [1992] identified speed of delivery of lectures as a problem that faced their subjects who expressed their need for time to process the information. According to Rubin [1990], the conflicting findings about the effect of speed of delivery on comprehension could be attributed to the differences in background knowledge, texts and measurement techniques. Research on the effect of repetition and paraphrase on listening comprehension provided conflicting findings. Whereas Lynch [1988] reported that redundancy and paraphrasing add to the listening load as they provide extra language to process, and Dunkel and Pica *et al.*(1990) working with high and low-intermediate students found that redundancy facilitated students.

Listening difficulties are defined as the internal and external characteristics that might interrupt text understanding and real-life processing problems directly related to cognitive at take place at various stages of listening comprehension (Goh, 2000). According to Yangang (1994), the problems in listening were accompanied with the four following factors: the message, the speakers, the listeners and the physical setting. The problems were believed to cause by the speech rate, vocabulary and pronunciation.

As Flowerdew and Miller (1996) assumed that the problems of the students were `for the speed of delivery, new terminology and concept, difficulty in focusing and the physical environment. Then main reasons why the learners feel listening difficult are: I. Lack of effort to understand each and every word while listening. Especially in L2 acquisition they are unable transfer their L1 skill easily to a second language. II. Failure or laziness to build up their vocabulary gradually and this greatly reflects in their listening and keeps them low spirited in acquiring the language skill. III. Listeners problem with different pronunciation, accents as they sticks to one particular articulation. Iv. Listener's concentration power or listening stamina greatly influences their listening skills, which is so in the case of acquiring the other language skills (reading, speaking, and writing) even when they

are carried for a longer period. V. Distraction by the physical setting or the environment in which listening is to be carried out. This because an added challenge for an average learner and a main confront even for good listeners.

2.5.1. Some obvious and latent problems in L2 listening skills

It is usually supported that listening comprehension is difficult for L2 learners and teachers because of many aspects of speech which are less obvious. Some of these aspects are explicit enough and their difficulty is clear and therefore teachable while others are less. Undoubtedly, they complicate the situation and make L2 listeners' task arduous. To make this more explicit, we turn now to some of the obstacles that render L2 listening difficult. Different writers and researchers discuss different ideas as far as the major problems learners face in listening comprehension. For example, Underwood (1989) outlines seven potential problems that could hinder listening comprehension. First, the speed of delivery is beyond the control of listeners. Adding to this he also says, many language learners believes that the greatest difficulty with listening comprehension, as opposite to reading comprehension, is that listeners cannot control how quickly a speaker speak at (Underwood 1989). Second, it not always possible for learners to have words repeated. This is a major problem in listening comprehension as well as learning situation. In classroom, it is the teacher who decides whether a recording needs to be replayed. It is also hard for the teacher to judge whether or not students understand any particular section of what they have heard (Underwood, 1989:17). Third, the size of learners' vocabulary frequently impedes listening comprehension. The speaks does not always use words the listener knows, sometimes when listeners encounter a new word, they stop to figure out the meaning of that word, and they therefore, miss the next part of the speech.

Fourth, Listeners may not recognize the signals that the speaker is using to move from one to another, give an example, or repeat a point. Discourse markers which are utilized in formal situation (i.e. fitly, after that) are relatively clear to listeners. However, in informal situations, signals such as gestures increased loudness. Or a clear change of pitch is very ambiguous, especially to second language learners. Fifth, it can be very challenging for listeners to concentrate in a foreign language. It is generally known that in listening, even a slight break or a wander in attention can impede comprehension. When the topic of the listening passage is interesting, it can be easier for listeners to concern because it requires a lot of effort to figure out the meaning of intended by the speaker.

Sixth, learning habits emphasized in the classroom such as a desire to understand the meaning of

every word. Teachers, often times want students to understand every word they encounter while listening by pronouncing and repeating words clearly and carefully, and by speaking slowly and so forth. As a result, students tend to feel worried when they fail to recognize what a particular word means and may further be discouraged by the failure. Students should therefore, be instructed to tolerate incompleteness and vagueness of understanding. Seventh and the last, comprehension problems arise when students lack contextual knowledge. Even if students can understand the main idea of the text, they may still find it difficult to comprehend the whole meaning of the text. Listeners from different cultural backgrounds can also misinterpret non-verbal cues such as facial expressions, gestures, or tone of voice (Underwood 1989).

Likewise, students facing problems in the classroom may also face difficulty in understanding the foreign programmes, but as learners of a foreign language they have to spend more time in receiving messages from radio, television, announcements and many other situations (Little wood, 1998).

On the other hand, Ur (1989) states other barriers that affect students' listening comprehension: such as intonation and stress, sounds do not easily perceived, colloquial vocabulary, fatigue and different accents. Similar to this, Buck (2001) identifies difficulties which can be confronted in listening tasks such as unknown Vocabularies, unfamiliar topics, fast speech rate and unfamiliar accents. Hasan (2000) studies shows that unfamiliar words, difficulty of grammatical structures, and the length of the spoken text are the most important message factors for listening problems. Again Atkins, Hailom and Nuru, (1995: 107-108), identify problems many high school students face, like complex language, the speed that teachers speak at, being able to follow the argument and identify the main points of a lecture, not having enough or simply not using their prior knowledge. They also say other key problems are psychological rather than linguistic. Yagang, (1994) attributes the difficulty of listening comprehension to four sources: the message, the speaker, the listener and the physical setting. Boyle (1994) also classified the factors influencing listening comprehension and directly related to EFL listening into four inter-relating categories: listener, speaker, medium and environment factors. Teng, (2002) identified four listening factors, which were similar to Boyle (1984) classification, they were listener factors, speaker factors, stimulus factors and context factors, and she indicated that EFL proficiency was the most important listening factor. According to Brown and Yule (1983b) cited in Nunan (1991), suggest that there are four clusters of factors which affect the difficulty of oral language task; these related to the speaker (how many

there are, how quickly they speak, what type of accent they have), the listener (the role of the listener whether a participant or eavesdropper, the level of response required, the individual interest in the subject), the content (grammar, vocabulary, information structure, background knowledge assumed) support (whether there are picture, diagrams or other visual aids to support the text). Generally, the students listening comprehension problems are related to listeners (students), speakers (teachers), teaching materials and physical environment related problems. These are discussed in detail supporting with literatures as follows:

2.5.1.1. Listeners or students related problems

There are a numbers of problems that affect students listening skill. For instance, basic back ground of knowledge, limited vocabulary and grammar, failure to concentrate, lack of interest and confidence,

Basic background knowledge: To concern this Hasan,(2000) suggest that associating newly heard information with prior knowledge is a powerful and very frequently used to guess the meaning of a listening passage. To Support this, Atkins, Hailom and Nuru (1995), say one of the difficulty many high school learners experience in listening is coping with misinterpretation due to not having enough or simply not using their prior knowledge (108). On the other hand, being unfamiliar of cultural knowledge of language plays great role understanding the context. (Brown 1994)

Problems pertaining to limited English vocabulary and grammar: Related to these problems Underwood (1989) claims that lack of vocabulary is a big obstacle to most students in listening comprehension. Adding to this she said that when students heard new words, they think about the meaning of it, they lose the overall meaning of the speech (1989:17). The problem related to grammar, Vogely's study (1998) shows that the difficulty in listening comprehension is partly due to the structural component of the text. Harmer (2001), suggests difficult grammatical structures interfere with students' listening comprehension. Therefore, having limited English vocabulary and poor grammar is one the great problem in listening comprehension at high school level.

Problem caused by the failure to concentrate: Flowerdew and Miller (1992), indicated difficulty in concentration and maintaining concentration for a long time. This claim is supported by Underwood (1989) who stated that inability to concentrate "is a major problem because even the shortest break in attention can seriously impair comprehension." Goh [2000] reported learners' difficulty in perception: students faced problems on recognition of familiar words. They stated that although they were familiar with some words, they were unable to remember their meaning

immediately. They also expressed difficulty in understanding the intended message though they were familiar with literal meaning of words. Also noted were problems with processing the content of the message conveyed by the speaker because of lack of prior knowledge. On his article on lexical segmentation in L2 listening Field [1990] attributed break down in listening comprehension to perceptual factors. He stated that understanding is impaired by students' failure to segment the word out of connected speech.

This idea is supported by Underwood (1989) and Flower dew and Miller (1992) they said that inability to concentrate is a major problem because even the shortest break in attention can seriously impair comprehension. During listening lesson students are required to be attentive since in a very restricted time are required to process and understand a stressed of newly introduced information. Failure to concentrate will result in the students missing some of the lecture content, which will eventually affect their understanding of the whole lecture.

Problem related to psychological: On other problem related to listener is psychological such as anxious, confidence, boredom and frustration. Supporting this view, Atkins, Hailom and Nuru (1995) state that many students are not relaxed and expecting to understand when they listen. They may have become so frustrated and confused by failing to understand what they have heard that they no longer expect to understand.

Anxiety: the listening comprehension process is also a relatively complex psychological process. In psychology, it is stated that when someone feel nervous or anxious he or she may not be concentrated, even one felt uncomfortable his or her ability to listen is greatly reduced Yagang (1993). In order to supporting this idea, Clark, et al. (1989) found that listener anxiety can have a profound effect on comprehension abilities. When listeners are concerned that the message is too complex or that they will not be able to understand it, their ability to concentrate falters, and comprehension declines; this is true even in the mother tongue language. Therefore, it is necessary for learner to know how to reduce the anxiety, feel confident, during listening tasks, and raise personal motivation in enhancing listening ability (Vandergrift, 1997).

Motivation: motivation is another important affective in issue in research because listening ia an active process requiring both conscious attention and involvement (Rost, 2001). Brownell (1994) affirmed that a successful listening process either in the classroom or outside is primarily dependent on individual's need to understand spoken language drawing from their background knowledge of that particular language as they strive to improve their communicative competence.

Boredom and Frustration: boredom and frustration may affect to which attention is paid to listening. This occurs as result of poor stimulation caused by disinterest in the topic and lack of motivation, failure in the part of the teacher to present meaningful material in a stimulating manner, presenting the lecture in a monotone instigating sleep. Atkin, Hailom, and Nuru (1995) suggest that many students are not relaxed and expecting to understand when they listen. They may have become so frustrated and confused by failing to understand what they have heard that no longer expect to understand.

2.5.1.2. Teacher related problems

As it discussed in different writers and researchers work, problems like speed of delivery, pronunciation, use of unknown words, using of signal words, hesitation and pauses are some of teachers' related problems.

Problem pertaining to speed of delivery: Underwood [1989] stated, the greatest difficulty with listening comprehension is that the listener cannot control how quickly a speaker speaks. Similarly, Atkins, Hailom, andNuru (1995) say, when students hear the teacher in a fast-spoken stream of speech, students find it difficult to separate them, to where one word finishes and another begins. Underwood also states that the contrary of reading comprehension the listener cannot control speed of the speaker and this cause the greatest difficulty with listening comprehension (1989:16). It is clear for most language learners and teachers that a slower speech speed would facilitate beginner learner's listening comprehension (Flaherty, 1979, Griffiths, 1992). They concluded that lessen the input speed in one the effective technique that helps comprehension for second language learners.

Problem pertaining to pronunciation: Rixon, (1986) points out that the in which language is pronounced is one of the most obvious sources of difficulty for learners of English in listening. Furthermore, Ur (1984),state that if a word is pronounced differently from the way it was said when it was learnt, the listener may not recognize it as the same word, or may even miss its existence completely. At this point, this problem interferes with learners listening comprehension.

In addition to this, Ur claims as intonation and stress can interfere foreign language learners proper understanding of spoken English (1984:13). From the point of view of comprehension of spoken language, the ability to identify stressed syllables and make intelligent guesses about the content of the message from this information is absolutely essential (1977). As a result, the first step of listening comprehension is learning how to identify and select sound signals according to pronunciation, thus pronunciation knowledge must be developed (Dagim 2011)

Problems pertaining to using of unknown words: the tendency of seizing to listen and concentrating on the language word by word to work out its structure, and then decide on its meaning impairs comprehension Underwood (1989), Underwood also adds that to recognize words can also stem out of students in ability to segment the word out of connected speech. Hung (1998) informed that listening passage with known words are easier for learners to understand, even if the theme is unknown to them.

Problems pertaining to hesitation and pauses: here Hasan's (2000) study indicates that hesitation and pauses in spontaneous speech cause perceptual problems and comprehension errors for non-native speakers. He adds that when people speak, they often hesitate or repeat themselves say things that are ungrammatical and change their minds half way through a sentence. These things are a natural feature of speech and may be either a help or hindrance depending on the students' level.

2.5.1.3. Problems related to teaching materials

These can be seen categorizing into listening texts and listening tasks. These are materials and language data that the learners are to attend to or manipulate during the task (Dagim 2011). According to Ur (1989) and Anderson and Lynch (1990), some of the barriers like complexity of the text and visual supports can influence the students listening comprehension. This also conforms to Vogely's study (1998) which shows that the difficulty in listening comprehension is partly due to the structural component of the text.

2.5.1.4. Listening Text

In this area, Harmer (1991) argues that the continuous and rigorous use of the syllabus of the textbook implies in an adverse effect on teaching for a number of reasons. Firstly: the textbook tends to present new language always combining this with the knowledge students already have, consequently, they produce materials with non-real language, carrying in an artificial learning. Secondly, the textbook tends to present language, activities, and tasks in the same way, from the first to the last chapter. So, if the teacher becomes the textbook's slave he/ she will have more boring classes and less motivated students.

In order to solve these problems, Harmer points out that teacher will have to work out the best way to use their text books, they should never let the textbook use them, or dictate the decisions they take about the activities in which students are involved (Harmer, 1991 p.258). Harmer also suggests that the sequencing or the language of the textbook is not appropriate to the students the teacher can decide what to do. The teacher can omit an inappropriate lesson and add some activities he /she

considers important.

Problems pertaining to questions; Ur's statement (1989) justifies that the difficulty in listening performance is partly due to the provision of irrelevant tasks that demand the skill of reading, speaking, and writing other than the skill of listening. As a general rule, exercises for listening comprehension are effective if they are constructed around a text. The students should be required to do something in response to what they hear that will demonstrate their understanding (Dunkil, 1986:104, Ur, 1989: 25)

Problems pertaining to Language complexity: another problem in understanding of listening text is related to language complexity. Atkins, Hailom, and Nuru (1995) say that complexity of language is the main difficulty many students face in listening comprehension at high school level. Additionally, Rost (1990) states as length of text the extract, the level of the linguistic difficulty and inexplicitness of the information give contribute for the complexity of the text understand (Carroll, 1977). It was assumed that for listening comprehension to take place, the primary condition was to understand language rather than simply repeat, imitate and memorize it (Rost, 1990). Harmer (2000), on the other hand, suggests difficult grammatical structures interfere with students' listening comprehension.

Problems pertaining to the length of the text: related to this problem Ur (1989) confirms that the difficulty in listening comprehension is partly due to the length of the listening text itself which bore listeners and distract their concentration. On the other hand, short texts facilitate listening comprehension and diminish boredom, keep learners concentration a live (Atkins, et al 1995). Therefore, it is possible to infer that long spoken text interfere with the listeners' listening comprehension.

2.5.1.4.1. Listening tasks

It is worth noting that listening activities based on simulated real life situations are likely to be more motivating and interesting to do contrived text book comprehension exercises (Ur, 1989: 107). According to Anderson and Lynch (1988, cited in Nunan, 1991) their series experiment show that difficulty of listening task was particularly influenced by the following: The organization of information, (texts in which the order of the information was presented in sequence.

- The familiarity of the topic
- the explicitness and sufficiency of the information
- The type referring expressions used (for example using of pronoun rather than complete

phrase referents made texts more difficult.

➤ Whether the text described static relationship (for example, geometric figures) or dynamic relationship (for example, a road accident)

Therefore, the task prepared should train students success-oriented and to build up their listening ability. Writers like Anderson and Lynch (1990), Rost (1990) and Richards (1983) and others say the following checklists are to be considered in planning listening tasks. These are:

- have transparent application to real world,
- be consistent with valid approaches to language learning that are acceptable to learners,
- take in to account major factors that are likely to influence complexity,
- require attention to the information conveyed through speech; on listeners construction of meaning and
- Encourage the use of the listener's prior knowledge and use of environmental cues in.

According to Underwood (1989) in Dagim (2011), the choice of listening tasks should depend on the purpose of listening , time and material available, level and interests of students and teachers, culture and nature and content of the listening texts.

2.5.1.5. Problems related to school environment

This problem can be related to classroom size and environment related barriers on listening comprehension such as noise around the class room, a number of students in the class and less exposure of students to authentic materials (Dagim, 2011).

Noise: Lynch, (1983) states that physical setting plays an obvious role in listening. This writer also says listening in a quiet class room is easier than at a real way station. In addition to this, Rost (1990), explains as listeners distorted by possibilities of noise around. Hence to develop listening comprehension, the class should be a quiet area (cited in Dagim).

Class size: sometimes inconvenience of the classroom affects students' listening comprehension. In the large classroom students who are sitting on the back rows may not hear the recording as students sit in front. As Bromfit ,(1980),in Dagim (2011), the impact of large class size, both class room space and pedagogical control is one of the head ache that significantly affect language learning.

Exposure: another factor that affects students listening comprehension is less exposure of students to authentic materials. According to Littlewoods (1981) the class room is not the natural environment, unless the class room is intentionally structured, it will not provide learners either

with adequate exposure to foreign language or with adequate motivation. Likewise Brown (1990) states listening to foreign language could be difficult if the context could not expose students adequately to a foreign language.

2.6. Listening comprehension strategies

Early L2 and Foreign language listening research had interest in a theory that being merely exposed to comprehensible input would improve listening skill and promote language acquisition and it overlooked the processing this input (Krashen 1985). L2 and Foreign language research in recent years has, however, shifted to focus on how learners manipulate this input. Therefore, understand the strategies L2 and Foreign language learners tend to use to cope with the difficulties they experience while listening had been increasingly directed to clarifying listener's mental process and identifying facilitative strategies (Mendelsohn, 1995, Robin, 1996, Vandergrift, 1999). The interest in Listening comprehension strategies has involved in a number of studies (O'malley and Robin 1987). Oxford (1990), defines language-learning strategies as the techniques that learners utilize to improve the use of the target language information. O'malley and chamot (1989) categorize strategies into two groups: cognitive and Meta cognitive. However, a third category, Socio-affective, was added to describe the learning that takes place when learners interest with classmates, ask the teacher for classification, or use specific techniques to lower their anxiety.

2. 6.1. Cognitive strategy

This is strategy that is used to understand linguistic input and obtain data. Learners sometimes do not know the meaning of the words they try to guess the meaning from the context. This is an example of cognitive strategy. The cognitive strategies are connected to comprehending and accumulating input in short term memory or long term memory for later access. Comprehension starts with the received data that is analysed as successive levels of organization- sounds, words, as a process of decoding. Cognitive strategy is a problem-solving technique that learners use to deal with the learning tasks and make easier the acquisition of knowledge. Examples of cognitive strategies include repeating to memorize, summarizing and piecing together details.

2. 6.2. Meta cognitive strategy

In this strategy learners are conscious when listening to the text cautiously. This method deals with learning how to plan, monitor and asses the gathered information from the listening part the same as pre listening activities (Holdsen 2004). Oxford (1990) states that the conscious use of meta cognitive strategies helps learners get their attention back when they lose it. Vandergrift (2003)

found that advanced listeners used twice as many Meta cognitive strategies as elementary listeners use. Meta cognition can be defined as “thinking about one's own thinking”. The students who can recognize suitable learning methods in the proper situation, for instance, the student may understand he has difficulty in finding the connection between important concepts within a story. If he or she is taught to use a graphic organizer, such as a concept map, to identify the main concepts and connect them together using lines, similarly to a spider web, then that student has used Meta cognition to complete the task (Nelson and Conner, 2008).

Wenden (1998) claims that students who use Meta cognitive strategies have the following advantages:

- ❖ Learners become strategic.
- ❖ Progress in learning is faster with improved quality and speed of their cognitive development
- ❖ They are confident in their abilities to learn and hence and can provide accurate assessment of why they are successful learners.
- ❖ They think clearly about inaccuracies when failure occurs during an activity.
- ❖ Their tactics match the learning task and adjustments are made to reflect changing circumstances.
- ❖ They perceive themselves as continual learners and can successfully cope with new situation.

Their strategies compatible the learning tasks and adaptation are made to reflect changing conditions.

Furthermore, these strategies help students to coordinate their own learning process.

Identifying the purpose: As is the case real-life situations, listeners need to set a purpose for listening in order to set the right channels’ for their attention. Setting a purpose helps them be better prepared before listening because they will probably have a kind of mental plan to follow, which proves to be true for most of the listeners.

Self-monitoring: Listeners need to be self-conscious while listening to be able to monitor their comprehension. In other words, they can monitor their understanding as they continue listening as long as they can notice their errors or any inaccurate guesses and try to improve on them. Although both successful listeners have the advantage of being able to revise a hypothesis or choose between alternative interpretation (Rost 1991).

Self-evaluation: After the listening process is completed, some listeners evaluate their overall comprehension progress and assess how well they have done. Oxford (1993) points out that any self-evaluation must take into consideration the difficulty of the situation or the language and that learners should try to be as specific as possible for an accurate evaluation.

2.6.3. Socio-affective strategies

This strategy ensures and promotes positive emotional reactions and perspective of language learning. Vandergrift (2003) defined socio-affective strategy as the techniques listeners employ to collaborate with others, to verify, understanding or lower anxiety. As Wilson explains the socio-affective strategies are concerned with the learners' interaction, with other speakers and their attitude towards learning. For example, they may choose to rehearse a telephone conversation in L2 with another student in order to develop confidence, or reward themselves with a doughnut when they successfully complete some task in the target language (p. 34)

2.7. Roles of Teachers and Students in Teaching and learning listening Skills

2.7.1 Roles of Teachers

Learner responsibility can develop if teachers allow more room for learner involvement (Scharle and Szabo, 2000). In autonomous learning, the teacher is a facilitator of learning, an organizer of learning opportunities, a resource person providing learners with feedback and encouragement, and a creator of the learning atmosphere and a learning space (Kohonen, et al, 2001: 40).

Nunan (1991) suggests that a number of factors should be considered in order to develop the listening skills. He emphasizes the consideration of the size of the class, the arrangement of the classroom and the number of hours available for teaching the language. In addition to this he has written the role of the teacher as follows:

What, then, is your role as a language teacher in the classroom? In the first Place your task, like that of any other teacher, is to create the best Condition for learning. In a sense, then, you are a means to an end: an instrument to see that learning takes place . But, in addition to this, general function, you have specific roles to play at different stages of the learning Process (Nunan1991:1)

Furthermore, Nunan (Ibid) writes the role of the teacher at the presentation stage as informant-selecting the new material to be learned and presenting this in such a way that the meaning of the new language is as clear and memorable as possible. The role of the learners in this stage is listening and trying to understand. He mentioned that the teacher is the center of the stage,

presenting the new language item systematically in an attractive way. He also warns not to spend too much time presenting.

At the practice stage, he assigns the teacher as the conductor and monitor. To him, at this stage the students do most of the talking. The teacher's role is to devise and provide the maximum amount of practice (which is meaningful and memorable). The teacher is there to monitor the performance of the learners.

According to Nunan (Ibid) the role of the teacher at the production stage is to act as manager and guide/adviser. He has written his comment as follows:

...no real learning should be assumed to have taken place until the students are able to use the language for themselves, and unless opportunities are available for them to do outside the classroom, provision must be made as part of the lesson. At any level of attainment from elementary to advanced, the students need to be given regular and frequent opportunities to use language freely.. Thus, in providing the students with activities for free expression and in discreetly watching over them as they carry them out, you take on the role of manager and guide (Nunan 1991:2).

2.7.2 Role of Students in learning listening Skills

Besides the teacher's role, students play a great role in assigning teaching listening skills. They are expected to participate in teaching-learning process indifferent ways.

One of the most important outcomes of the movement towards more communicatively oriented language learning and teaching has been the enhancement of the role of the learner in the language learning process (Wenden, 1991: xi). Cotterall and Crabbe (1999) believe that in formal educational contexts the most successful learners are autonomous (they accept responsibility for their learning; they constantly reflect on what they are learning, why they are learning, and with what degree of success of learning).

Scharle and Szabo (2000) point out those autonomous learners are those who accept the idea that their own efforts are crucial to progress in learning language and behave accordingly. When doing their homework, or answering a question in class, they are not aspiring to please the teacher, or to get a good mark. They are simply making an effort in order to learn something. They are willing to cooperate with the teacher and other in the learning group for every one's benefit (Ibid).

Hedge (2000: 76) agrees that an autonomous learner is one who is self motivated, one who takes the initiatives, one who has a clear idea of what he/she wants to learn and one who has his/her own plan for pursuing and achieving his goal. She also characterized autonomous learners as those who:

- ✓ Know their needs and work productively with the teacher towards the achievement of their objectives.
- ✓ Learn both inside and outside the classroom.
- ✓ Can take classroom-based material and can build on it.
- ✓ Know how to use resources independently.

Within the context of education, Wenden (1991) also characterized autonomous learners as those who are motivated to learn, good guessers, choosing material, methods and tasks, selecting the criteria for evaluation, taking an active approach to the task and willing to take risks (Wenden 1991: 41-42).

Furthermore, Dickinson (1995: 127) characterizes autonomous learners as ‘those who have the capacity for being active and independent in the learning process; they can identify goals; formulate their own goals, and can change goals to suit their own learning needs and interests; they are able to use learning strategies, and monitor their own learning’.

Kohonen et al. (2001: 36-37) insists that learners need to develop the following kinds of capacities of practicing listening skills:

Confidence: sense of control and mastery of one’s body, behavior and the world.

Curiosity: desire to find out about things.

Intentionality: capacity to work with persistence and develop a sense of competence.

Self-control: ability to modulate and control one’s action appropriately.

Relatedness: ability to engage with others.

Communication: ability to exchange idea, feelings and experiences with others develops trusts in others.

Cooperation: balancing one’s needs with those of others in group situations.

However good a teacher may be, students will never learn a language unless they aim to learn outside as well as during class time. This is because language learning is too complex to learn in a classroom (Harmer 2001). Besides, she claims that to compensate for the limits of classroom time and to counter the problem of learning language, students need to develop their own learning strategies so that as far as possible they have to be autonomous learners. To develop their

autonomy, teachers need to facilitate learners to increase their self understanding and awareness of themselves (Kohonen et al, 2001).

2.8. Foreign Researches

A number of foreign researchers in the listening field have revealed problems with the listening skills of EFL teachers and learners, which provide very practical guidelines for teachers' and learners' practice of teaching and learning listening skills for the present study as follows:

Hasan (2000) studied learners' perceptions of listening skills problems. The subjects were 81 native speakers of Arabic learning English as a foreign language for academic purposes in the ESP Center at Damascus University. They were asked to identify precise listening problems focused on particular at learner strategies, features of a listening text, a listening task, and characteristics of the speaker and attitudes of the listener. The research hypotheses were: (1) learners' use of ineffective listening strategies may affect their listening comprehension; and (2) learners experience different sorts of listening comprehension, which may be due to the inadequacy of the message from factors related to the speakers' speech, and to the learners' proficiency in listening comprehension. The evidence showed that the learners encountered various kinds of listening problems. Furthermore, it was found that EFL learners were poorly equipped with effective listening strategies, skills, and activities to help them improve their listening comprehension.

The study provides a lot of useful aspects regarding listening, history of previous research studies in this field, related factors contributing to listening comprehension problems and the methodology, which can be applied to the current study. Osuka (2008) investigated the factors which affect Japanese EFL learners' and teachers' listening skills. The participants were 64 college students majoring in business administration at a private university in Tokyo. She explored factors that make listening difficult for students by administrating a questionnaire focusing on five factors: attention to parts rather than whole, speech rate and perception problems, lack of content knowledge, lack of language knowledge and lack of concentration. In addition, she conducted a number of experiments to determine what kind of techniques would improve listening comprehension by giving the experimental group different treatments as follows: (a) providing questions related to the main ideas in advance; (b) slowing speech rates and introducing pauses into the input; (c) supplying the meaning of important vocabulary in advance; (d) providing background information about the topic in advance. The results showed that the most significant factors that impaired their listening problems were fast speech rates and students perception problems. The results also seem to support

previous studies that showed a slower speech rate could help students comprehend better. Moreover, additional ways of improving listening comprehension were providing questions related to main ideas, and giving background information about the topic.

The study focused on the factors, which affected Japanese EFL learners and teachers' listening comprehension. The review of literature in this study is very helpful and interesting to apply as guidelines for those who would like to conduct a study in this field. Wachiraporn Kijjapornphol,(2008) carried out a study to investigate difficulties related to listening comprehension with 130 law students at Ramkhamhaeng University by using a questionnaire and interview as research instruments. The findings indicated that students and teachers confronted many difficulties, including rhythm, accent of foreigners, rate of delivery, and degree of redundancy, English slang, English idioms, and unfamiliar topics. Moreover, the results obtained from the interviews showed that student accepted that background knowledge is important in listening.

The study focused on many factors contributing to listening comprehension problems and was very useful in writing the literature review and designing the questionnaire of the present study. Stæhr (2009) studied the role of vocabulary knowledge in listening comprehension with 115 advanced Danish learners of English as a foreign language.

Learners were requested to test the depth and breadth of their vocabulary knowledge and listening comprehension by completing the Vocabulary Level Test, the Word Associates Test, and a listening test from the Cambridge certificate of proficiency in English. The results provided empirical evidence that vocabulary knowledge is an essential factor for successful listening comprehension in EFL. In addition, the results suggested that a lexical coverage of 98% is needed for coping with the spoken texts that constituted the listening test.

The study focused on the factors contributing to listening comprehension in one specific area; vocabulary. It is useful to the current study in terms of identifying the factors from a listening text with unfamiliar vocabulary due to poor knowledge of vocabulary, which facilitated the design of the questionnaire in these particular areas.

In summary, Chapter Two has stated three concepts in connection with this research: (1) Theoretical basis of listening comprehension, (2) Factors influencing L2 listening comprehension problems, and (3) Relevant research on listening comprehension problems.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. The Research Design

This research was a descriptive study. Since the study was mainly concerned with describing what was actually being practiced by language teachers and learners to teach and learn listening skills, this design was preferred. Moreover, the current researcher employed both the quantitative and qualitative methods that they would enable him to have access to multiple instruments for gathering information.

3.2 Population, Sample Size and Sampling Techniques

The study adopted a descriptive study design in which both qualitative and quantitative methods were employed. The researcher believed that this method could be appropriate to answer the research questions. The subjects of the study were 132 randomly selected students of grade ten and all grade ten English teachers. Teachers and students were considered rich sources of data. As a result, the research work involved grade ten EFL teachers of Seka Secondary School. In the school, there were 14 English teachers (12 males and 2 female). Students were taken as source of data to get important information on practice of learning listening skills. In the school selected for the study, the total numbers of grade 10 students are 400 in academic year 2020/of 2021 G.C. There were ten sections of grade 10 students in Seka Secondary School.

The subjects of the study were taken from grade ten students and teachers of Seka Secondary School because of its immediacy and easy access to the needed information. As it was mentioned above, the total number of grade ten students in Seka Secondary School is 400. From those population 132 (33.3%) of them were randomly selected by quota and lottery method. In this regard, 13 students were taken from each of ten sections. The 33.3% were taken as the idea of Kombo and Tromp (2004) described that the 33.3% of any population is enough for the representative (Kombo and Tromp 2004). All of the teachers were taken based on comprehensive sampling methods since all of them are directly related to their subject.

The researcher selected the study area and school level because of listening skills were the current problems encounter widely in this school and there were not any research done in selected grade level.

3.4. Data collection Instruments

The data collection instruments used in this study was questionnaires for the students, semi-structured interview for the teachers as well as for the students and classroom observations.

3.4.1. Questionnaire

The researcher used questionnaire for the purpose of collecting data regarding to practice in teaching and learning English listening skills and problems EFL teachers and students face in class room. This tool was chosen because as Hague (1993: 132) noted, it enables to gather data from a large number of people in a short time. The questionnaire designed based on review of related literature. The questionnaire administered for students consists of 5 items focused on practice of learning English listening skills and 24 items focused on listening problems related to themselves, speakers, listening text and physical environment against five response categories in which the subjects were asked to rate themselves whether they *strongly agree, agree, undecided, disagree and strongly disagree* with the given statements. However, in the next part of the questionnaire the subjects were asked 3 items related to problems related to their teachers way of teaching so that they could show their level of agreement or disagreement by rating one of the given five rating scales (*strongly agree, agree, undecided, disagree and strongly disagree*).

In order to avoid language barrier or misinterpretation and achieve validity of questionnaire, all items were translated to Afan Oromo. Translated questionnaire was evaluated and check by Afan Oromo teacher who graduated with B. Ed in the subject. Because almost all of the students' mother tongue is Afan Oromo and the medium of instruction at elementary level (grade 1 through grade 8) is Afan Oromo. Therefore, students by far have better communication competence and understanding the language than English. As a result, they do not have much difficulty in understanding items and work as quickly as they could to complete the questionnaire. Finally the results of students' questionnaires quantitatively were analyzed presented in terms of percentage and tables.

3.4.2. Interview

Interview is a very useful instrument to understand reasons why and how things happen (Douglas 1985: 79). The researcher would like to inform that more information could have been obtained from both teacher and students. Therefore, the researcher prepared interview questions for both students and teachers. Here, the researcher used semi -structured interview. The rationale behind using semi-structured interview would gather in-depth information about the teaching-learning

process and about students' experiences, feeling and expectations. Furthermore, questions aimed to get additional opinion about students' listening skill problems and to triangulate the information that obtained through the questionnaire. However, the interview was not administered to the all subjects due to time constraints; it was conducted only to 20 students. Two students were randomly select from each section for this purpose. However, since some group members might be unable to come at the time scheduled for them, it is necessary to conduct the interview in one by one .Students were interviewed one by one at their free time mostly at opposite shift. Like the questionnaire, interviews were also conducted in Afaan Oromo so that the subjects carefully described their role in the teaching and learning of English listening skills and the difficulties they face during English listening lesson.

Additionally, the interviews were conducted with 12 males and 2 females selected comprehensive from English language teachers and the researcher used English language. The data gathered from the teachers interviews documented in written form.

3.4.3. Observation

According to Best and Kahan (1989), observation gives the firsthand account of situation under study; and when combined with other data collecting tools, it allows for a holistic infestation of the situations which are being studied. Therefore, the researcher used observation to check the answers which were given by students and teachers in the questionnaires. The blending of questionnaire and the observation was believed to enrich the data gathered. In order to obtain the required information three classes were observed. Each class was observed twice in different listening lesson. The classes were chosen on the basis of willingness of the teachers.

During the classroom observation, the researcher sat at the back of the class and took short notes to register events related to learning and teaching listening skill in the check list. The check list was used to collect data about teacher's teaching methodology and students' listening performance. In addition teachers' roles in teaching listening-skills and, students' roles in learning listening-skills, instructional materials and equipment used during teaching-learning listening skill in classroom and factors that impede listening comprehension of the students. The researcher also evaluated the appropriateness of listening materials and types of activities included in it. Lastly researcher summarized the result of observation under problems related to the students, problems related to teachers, problems related to materials and problems related to physical environments and problems related to the use of listening skills.

3.5 Data collection Procedures

The study was carried out with quantitative and qualitative method of data collection. The questionnaires were used to get information from students concerning to the difficulty students face in EFL listening lesson, practice of learning listening skills and teachers way of teaching . The questionnaire and interview were designed after a review of literature about practice of learning, factors that influence listening skills problems and teachers way of teaching. On the basis of review of related literature questionnaire was prepared. To ensure the validity and reliability of the questionnaire it was given to five experienced teachers who had taught English for more than 20 years in the school where the present study was conducted to examine the structure, clarity and order of questions. Based on comment and suggestion got from the teachers the researcher made some necessary modification.

Next to that, the researcher piloted the questionnaire before collecting actual data. The pilot study was carried out on 20 grade ten students of Seka secondary school. The questionnaire was given to the students when they came to register for new academic class.

Before the actual data collection, piloting was conducted to see the validity and reliability of the instruments. The pilot respondents were taken from high school, which was not selected for this study. As it was mentioned above, the main purpose of the pilot test was to see the reliability and validity of the instruments. The raw data is analyzed by the formula with the help of SPSS version 20 was used. The result of Cronbach's alpha of this study was 0.741. Accordingly, the format and order of the question were improved. Thus, it can be said the tools were used to gather data after necessary improvement were made on the questionnaire items and interview questions.

3.6. Methods of Data Analysis

Data analysis means to find meanings from the data and a process by which the investigator can interpret the data (Bums, 2000). So the gathered data was analyzed through quantitative and qualitative method of data analysis. Thus, the researcher made a narrative description, percentage and tabulation analysis since the data were both quantitative and qualitative. This analysis was helpful to investigate the problem widely and deeply by making a discussion using different scholars. And also the data gathered from questionnaire, interview and observation analyzed in separated way.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter describes the data obtained from students' questionnaire, both teachers' and learners' interview and classroom observation. These are presented in the following two sections. The first section discusses the analysis of data obtained from the students' questionnaire. Here the results of the students' questionnaire were analyzed quantitatively since the questions were closed ended questions. The second section provides the result of the students' and teachers' interview which were qualitatively analyzed. The last section of the chapter provides the result of classroom observation. Accordingly, a discussion of data begins with analyzing students' questionnaire.

4.2. Results Obtain from Questionnaire

As it was mentioned in chapter three, 132 grade ten students of Seka Secondary School filled questionnaire. All questionnaires aimed to identify practice of learning listening skills, problems students face related to listeners, speakers, listening material, physical environments and teachers' way of teaching.

Thus, the problems students face during listening lesson have been categorized into four main factors. This was based on category of Yagang (1994) and Robin (1994) which revealed that students listening comprehension problems were divided into listeners (students), speakers (teachers), text and environment. Based on the category students' questionnaire were prepared based on these two parts. Listeners relate the first groups of problems to practice of learning English skill. The second group having five section deals with students' opinions on their problems related to various factors. The first section contained 7 questions dealing with problem associated to listeners or students. The second Section contained 8 questions dealing with problems related to speakers. The third section contained 8 items and deals with problem related to listening text (materials). The fourth section was about students' listening problems related to physical environment and the fifth section deals with problems related to the teachers' way of teaching listening skills.

The responses from the respondents were arranged based on the five-point scale: (*SA=strongly agree, A=agree, UD=undecided, D=disagree and SD=strongly disagree*). Accordingly, data obtained from students' questionnaire was analyzed and discussed as follows:

Table 4.2.1:- Learners’ Practice of Learning Listening Skills

Sample students were asked to indicate their agreement by rating to the statements given. The following table displays the data collected from students.

No	Items		SDA (1)	DA (2)	UD (3)	A (4)	SA (5)	Total
1	I use techniques to comprehend the spoken text during the listening class.	No	32	44	24	17	15	132
		.s						
		%	24.2	33.3	18.2	12.9	11.4	100.0
2	Knowing limited vocabulary and grammar affect my listening comprehension	No	13	28	21	39	31	132
		S						
		%	9.8	21.2	15.9	29.5	23.5	100.0
3	I listen Radio and Television news in English Language to practice and improve my listening skills	No	33	50	20	19	10	132
		S						
		%	25.0	37.9	15.2	14.4	7.6	100.0
4	Before I listen to the given text, I go through the questions and guess what the topic is about	No	16	36	19	33	28	132
		S						
		%	12.1	27.3	14.4	25.0	21.2	100.0
5	During listening lesson I give serious attention to listening comprehension.	No	7	14	23	49	39	132
		S						
		%	5.3	10.6	17.4	37.1	29.5	100.0

Source: (survey data, 2020)

Items (1) in table 4.1, above 24.2% and 33.3% of the respondents strongly disagreed and disagreed respectively to the statements whether they used different techniques to comprehend texts during the listening class. However, 12.9% and 11.9% students’ gave their responses agreed and strongly agreed. This implies that the majority of them were not use different techniques to comprehend the spoken text during the listening class. 18.2 percentage of the respondents were not decided this item (1).

As the responses to items 2 in table 4.1 indicated that, 29.5% and 23.5% of the respondents responded by ticking agree and strongly agree. This result indicated that knowing limited vocabulary and grammar affect listening comprehension.

Related to these problems, Underwood (1989) claims that lack of vocabulary is a big obstacle to most students in listening comprehension. Adding to this she said that when students hear new words, they think about the meaning of it, they lose the overall meaning of the speech (1989:17). The problem related to grammar, Vogely's study (1998) show that the difficulty in listening comprehension is partly due to the structural component of the text. Harmer (2001) suggests difficult grammatical structures interfere with students' listening skills. Therefore, having limited English vocabulary and poor grammar is one the great problems in listening comprehension at high school level.

As shown in Table 4.1; Item 3, 37.9% and 25.0% respondents were gave their response disagreed and strongly disagreed. Majority of respondents did not listening Radio and Television news in English Language to practice and improve their listening skills. Students facing problems in the classroom may also face difficulty in understanding the foreign programmes, but as learners of a foreign language they have to spend more time in receiving messages from radio, television, announcements and many other situations (Littlewood, 1998).

As indicated in the table above, for item 4; 27.3% and 12.1 % of students responded disagreed and strongly disagreed. This implies that they did not guess the topic before they listen to the given text; they go through the questions and guess what the main idea is, 25% and 21.2% of respondents answered agreed and strongly agreed respectively. And 14.4% of respondents answered undecided. Item 5, in the same table revealed that among 132 respondents 37.1% responded agree and 29.5% strongly agree during listening lesson they give serious attention to listening comprehension. But not enough when we compare with the number of respondents. Whereas 10.6% and 5.3% stated that they were disagreed and strongly disagreed respectively. 17.4% of the respondents undecided statements on item number 5. The result indicated that they were not gave serious attention to listening comprehension. Flowerdew and Miller (1992), indicated difficulty in concentration and maintaining concentration for a long time. This claim is supported by Underwood (1989) who stated that inability to concentrate "is a major problem because even the shortest break in attention can seriously impair comprehension.

4.2 Challenges Learners Encounters

Table 4.2.1: Students' Listening Problems Related to Themselves

No	Items		SDA	DA	UD	A	SA	Total
1	My lack of background knowledge of spoken text interferes with my listening comprehension.	No.S	8	12	9	34	69	132
		%	6.1	9.1	6.8	25.8	52.3	100.0
2	My lack of linguistic knowledge interferes with my listening comprehension	No. S	6	11	11	33	71	132
		%	4.5	8.3	8.3	25.0	53.8	100.0
3	My poor grammar knowledge interferes with my listening comprehension	No S	12	14	7	55	44	132
		%	9.1	10.6	5.3	41.7	33.3	100.0
4	I find it difficult to get a general understanding of the spoken text from the first listening	NoS	4	8	11	54	55	132
		%	3.0	6.1	8.3	40.9	41.7	100.0
5	I lose concentration when the questions require longer answers	NoS	3	21	26	57	25	132
		%	2.3	15.9	19.7	43.2	18.9	100.0
6	It challenges me to understand the meaning of the spoken text as I have limited English vocabulary	NoS	12	16	5	48	51	132
		%	9.1	12.1	3.8	36.4	38.6	100.0
7	I find it difficult to quickly remember words or phrases I have just heard	NoS	11	23	11	49	49	132
		%	8.3	17.4	8.3	37.1	37.1	100.0

Source: (survey data, 2020)

From table 4.2 for Item No.1) asked the students if lack of background knowledge of spoken text interfere listening comprehension. As it can be seen in table above a great number of respondents 25.8% and 52.3% agreed and 'strongly agreed' respectively, that it was interfered listening comprehension. While only 9.1% and 6.1% of them disagreed and strongly disagreed with the given statement. In contrary, 8.3% of respondents did not decide whether or not background knowledge of the text affects their listening comprehension. To concern this Hasan, (2000) suggested that associating newly heard information with prior knowledge is a powerful and very frequently used to guess the meaning of a listening passage. On the other hand, being unfamiliar of cultural knowledge of language plays great role understanding the context. (Brown 1994).

Table 4.2 of above related to item No. 2 a great number of respondents 53.8% strongly agreed and 25.0% agreed that lack of linguistic knowledge was a great problem that affected their listening comprehension. As indicated in the table 2 for item no. 2, 8.3% respondents stated disagree and undecided. Whereas 4.5% were belongs to strongly disagree rating scale. Language knowledge is the foundation of learning English; thus, if learners lack knowledge in grammar, pronunciation and vocabulary, it is possible that their listening comprehension will be affected negatively (Guo and Wills, 2005.p.6).

In the same table item (no.3) asked whether or not poor grammar knowledge interferes with their listening skills. The great number of the students 41.7% and (33.3%) claimed that they agreed and strongly agreed in that order that difficult grammar structures impaired with their listening comprehension. This conformed by Volgely's study (1998) which shows that the difficulty in listening comprehension is partly due to the structural component of the text.

In item (no.4) of the table above, the students were asked if problem was related frequency of reading listening text. Majority of the respondents 41.7%% and 40.9%) strongly agreed and agreed that they could not understand the message of the listening text at the first presentation. This claim was supported by Hasen's (2000) study showed that a factor that affects the listening comprehension such as the difficulty to understand the text from the first listening is the difficulty to answer listening question.

From the same table, item (no.5) asked about the problem related to a question required a long answer. 43.2% and 18.9% respondents were responded that long answer in text was another reason for losing concentration. On the other hand, 15.9% and 2.3% of them responded strongly disagreed and disagreed in that order with the given question. That means they were not losing their concentration due to the length of the question in the text. Only 19.7% of the respondents did not decide whether or not the question impairs their listening comprehension.

Item (no.6) asked whether or not limitation of vocabulary influences to understand listening text. 38.6% of respondents agreed and 36.4% of them strongly agreed that limitation of vocabulary highly influencing listening task. This ideas was supported by Underwood's study (as cited in Osada, 2004, p.62) described one of the factors in listening problems being that listeners have a limited vocabulary. But 12.1% and 9.1% of respondents disagreed and strongly disagreed that having limitation of vocabulary could not affect listening comprehension.

Accordingly, for item (No. 7), (37.1% and 28.8%) of students were strongly agreed and agreed that it was difficult to remember quickly words and phrases just heard. 17.4% and 8.3% of respondents disagreed and strongly disagreed with the statement. That means they did not face difficulty to remember what they have been heard.

As it was discussed in review of related literature, beside to listeners (students) related problems there were speakers or teachers' related problems that impede students listening comprehension. The following table presented students listening problems pertaining to the speakers.

Table 4.2.2: Listening Problems Related to Speakers (Teachers)

No	Items		SDA	DA	UND	A	SA	Total
8	I find it difficult to understand well when the speaker speaks too fast	No.S	3	6	9	43	71	132
		%	2.3	4.5	6.8	32.6	53.8	100.0
9	I find it difficult to understand the meaning of words with unclear pronunciation	No.S	7	12	11	47	55	132
		%	5.3	9.1	8.3	35.6	41.7	100.0
10	It challenges me to understand listening text when the speaker speaks with variety of accents	No.S	10	11	16	26	69	132
		%	7.6	8.3	12.1	19.7	52.3	100.0
11	It challenges me to understand when the speakers use reduced forms such as won't (would not)	No.S	4	9	21	65	33	132
		%	3.0	6.8	15.9	49.2	25.0	100.0
12	I find it difficult to understand when the speakers do not use sufficient redundancy	No.S	11	12	30	43	36	132
		%	8.3	9.1	22.7	32.6	27.3	100.0
13	I find it difficult to understand the meaning of the spoken text without seeing the speakers' body language	No.S	26	32	23	21	30	132
		%	19.7	24.2	17.4	15.9	22.7	100.0

Source: (survey data, 2020)

Item (no. 8) related to whether or not learners face difficulty from fast speech during spoken text. A great number of students (53.8%) and (32.6%) strongly agreed and agreed with statement respectively. It means that fast speech highly affected students' listening comprehension. Speech rate has been shown by a number of studies to have a major influence second language listening

comprehension (e.g. Flowerdew and Miller, 1992; Hasen, 2000; Wachirapo Kijipoonhol, 2008). In addition to this Dozer (1997) stated that a speaker's rate of delivery maybe too fast, too slow, or have too many hesitation for listeners to follow or to make sense of incoming information. In case of rate delivery, River (1981) considered that fast speech on the average of above 220 wpm, average speech at 160-220 wpm, and slow speech on the average of bellow 130 wpm.

In the next item (no.9) students asked whether or not unclear pronunciation affect listening comprehension. (41.7% and 35.6%) responded that they were strongly agreed and agreed that unclear pronunciation could be one of the problems that affected listening comprehension. As Buck (2001) text with more familiar pronunciation are easier than texts with unfamiliar pronunciation, text with natural intonation patterns tend to be easier than texts with unnatural intonation patterns and text with events described in a linear or temporal order are easier than text with a non-linear structure.

According to the table, variety of accents causes difficulties to students in listening comprehension since they had much exposure to different accents. The result from item (no.10) demonstrated that many students (52.3%) strongly agreed and (19.7%) agreed that always they experienced within this kind of problem. Because they had got uses the accent of their own teachers before they have got native speaker with plasma satellite television education particularly in English lesson.

As the result shows in item (no.11) many students (49.2% and 25.0%) were responded agree, that when the speaker reduced or used contraction in his/her spoken text they found difficult to understand the message of the text. As it was discussed in review of literature, spoken language, unlike most written language, has a good deal of redundancy. We can notice the paraphrasing, repetition and indentation of "I mean and you know". Therefore, if speakers use such redundancy, it will offer listeners more time and extra information to process the meaning.

In item (no.12), great number participants 43% and 27.3% agreed and strongly agreed that lack of enough redundancy impair their listening comprehension. From literature, listeners can learn to taken advantage of redundancies as well as other markers that provide more processing time (Brown, 2001). 22.7% of respondents did not know how redundancy affected their listening skills.

It seems that subject in this study do not find it particularly difficult to interpret the meaning of spoken text without seeing the speaker's body language. As it can be seen in table 2 item (no.13) 24.2% and 19.7% disagreed and strongly disagreed that it could not be teaching listening problems. On the other hand, 22.7% and 15.9% agreed and strongly agreed that body language contribute to

listening comprehension. Likewise, 17.4% of them have no decided if it contributes to listening skills.

Table 4.2.3: Listening Problems Related to Listening Text (Materials)

No	Statements		SDA	DA	UND	A	SA	Total
14	Difficult grammar structures interfere with my listening comprehension	No.S	8	11	22	33	58	132
		%	6.1	8.3	16.7	25.0	43.9	100.0
15	Unfamiliar words used in the text interferes my listening comprehension	No.S	6	17	17	42	50	132
		%	4.5	12.9	12.9	31.8	37.9	100.0
16	I find that it is difficult to interpret the meaning of a long spoken text	No.S	7	10	15	54	46	132
		%	5.3	7.6	11.4	40.9	34.8	100.0
17	I feel fatigue and distracted when I listen to long spoken text	No.S	11	14	17	39	51	132
		%	8.3	10.6	12.9	29.5	38.6	100.0
18	Slang and idiomatic expression interferes with my listening comprehension	No.S	8	6	25	36	57	132
		%	6.1	4.5	18.9	27.3	43.2	100.0
19	Unorganized text interferes with listening comprehension	No.S	14	19	17	28	54	132
		%	10.6	14.4	12.9	21.2	40.9	100.0
20	I find it difficult to answer the listening passage when the questions are irrelevant	No.S	5	18	12	46	51	132
		%	3.8	13.6	9.1	34.8	38.6	100.0
21	I find it difficult to follow the sequence of the long sentence and long text	No.S	6	9	14	25	78	132
		%	4.5	6.8	10.6	18.9	59.1	100.0

Source: (survey data, 2020)

In the above table the list of components related to listening text were given with the result found from the students responses. Accordingly, item (no. 14) asked if difficult grammar structure interfere their listening comprehension. A great majority of students (43.9% strongly agreed and 25.0% of respondent agreed) that it was a major problem students always face in listening comprehension. In supporting to this result, Harmer (2001) suggests difficulty grammatical structures interfere with students' listening comprehension. But 16.7% of participants had no idea about it they had not decided whether it was a problem. A fewer number of respondents (4.5%) strongly disagreed with the statement that it could not problem of listening comprehension.

Question no.15 related to unfamiliar words in listening text. As it can be seen in the table above a 37.9% and 31.8% of respondents were responded agree and strongly agree that unfamiliar words impaired their listening comprehension. Dozer (1997) suggested that content which is familiar is easier to comprehend than content with unfamiliar vocabulary, particularly when the listener has insufficient background knowledge. On other hand, 12.9% and 4.5% of respondents disagreed and strongly disagree within the statement. That means, it could not be listening problem for them. The 12.9 percentage of them had not decided as if it was listening comprehension.

In next two items (no.16 and no 17) related to long listening text. Most of the respondents (40.9% and 34.8%) were responded agree and strongly agree respectively, that it affected listening compression. In the item no.17, (38.6% and 29.5%) of respondent reported it also impaired students listening comprehension. Ur (1989) confirms that the difficulty in listening comprehension is partly due to the length of the listening text itself which bore listeners and distract their concentration. On the other hand, short text facilitates listening comprehension and diminishes boredom, keep learners concentration a live (Atkins, et al 1995).

Item no.18 pertaining to slang, idiom expression, and a large number of respondents (43.2% and 27.3%) strongly agreed and agreed that it always influenced their listening comprehension. 18.9% of respondents hadn't decide if it impaired their listening comprehension. 6.1% and 4.5% of showed their disagreement with the statement. Ur (1984) says, when the learners get simple passages, their grasping of the message will be much better. Similarly, Brown (1994) point out several linguistic source, which make listening difficult: 1) the use of colloquial language and slang; 2) the use of reduced form; 3) prosodic features of the English language and 4) to strange accents

In items (no.19) asked to learn listening problem related to irrelevant. As it can be seen in table above (40.9% and 21.2%) of respondents strongly agreed and agreed that irrelevant questions interfered their listening comprehension. This confirms Ur's statement (1989) which justifies that the difficulty in listening performance is partly due to the provision of irrelevant tasks that demand the skill of reading, speaking and writing other than the skills of listening. Brown (1990) states listening to foreign language could be difficult if the context could not expose students adequately to a foreign language. 14.4% and 10.6% of participants agreed and strongly disagreed that it could

not be listening comprehension problem they faced in listening lesson. 12.9% of respondents had not decided.

The next question item (no.20) in the same table asked if length and complexity in listening text could be problems of listening comprehension. Much more many students (38.6% strongly agreed and 34.8% agreed) that this was the main problem most students faced in listening lesson. Fewer students (13.6%) who did not agreed with this point and (9.1%) did not decided if it was a problem.

Table 4.2.4: Listening Problems Related to Physical Eenvironments

No	Statements		SDA	DA	UND	A	SA	Total
22	The surrounding noise always hinder my listening comprehension	No.S	8	15	10	39	60	132
		%	6.1	11.4	7.6	29.5	45.5	100.0
23	Unclear sound resulting from poor quality equipment interfere with my listening comprehension	No.S	10	15	17	43	47	132
		%	7.6	11.4	12.9	32.6	35.6	100.0
24	If the class atmosphere is not convenient I feel tired and lose my concentration during the listening practice	No.S	11	6	16	36	63	132
		%	8.3	4.5	12.1	27.3	47.7	100.0

Source: (survey data, 2020)

The other problem most of the students face in listening lesson is related to physical environment. Many physical barriers are difficult to control. Rost (2001) mentions that many learners have difficulties following instructions since there are numerous distractions in typical classroom. In this study the result of the questionnaire related to physical environment is discussed as follows. In table 4 above, item no.22 asked if surrounding noise affect listening comprehension. Majority of students (45.5% and 29.5% responded that they were strongly agreed and agreed it was a great problem impairing listening lesson. However 7.6% have not decided if it was a problem in listening lesson. 11.4% of respondents reported that they did not agreed and 6.1% of also strongly disagreed that it could not a problem in listening comprehension.

In item (no.23) asked if poor quality of the equipment could impaired listening comprehension. 35.6% and 32.6% of respondents were strongly agreed and agreed that it was a problem in listening lesson. This is in line with Yagang's statement (1994) which shows that the difficulty in listening comprehension is partly due to unclear sounds resulting from poor-quality equipment. 12.9% of

them had decided as it could problem in listening comprehension or not. 11.4% and 7.6% of participants. On the other hand, strongly disagreed and disagree that it could not listening problem. The items (24), related to inconvenient atmosphere. Students asked if inconvenient atmosphere affect students' listening comprehension. 47.7% of participants strongly agreed and 27.3% of participants agreed that it was one of the problem always encounter listeners' performance. 8.3% of participants. On the other hand, 8.3% of the respondents were strongly disagreed and 4.5% of them disagreed that it could not be problem on listening comprehension. Likewise, 12.1% have undecided on the case asked question.

Table 42.5: Students' Listening Problems Related to Their teacher's way of teaching.

No	Items		SDA	DA	UND	A	SA	Total
25	My English teacher arranges any opportunity for me to practice listening in class room	No.S	38	49	21	17	7	132
		%	28.8	37.1	15.9	12.9	5.3	100.0
26	My English teacher pronounces words correctly	No.S	7	17	21	49	38	132
		%	5.3	12.9	15.9	37.1	28.8	100.0
27	My teacher uses different techniques to teach me listening skills	No.S	32	51	33	9	7	132
		%	24.2	38.6	25.0	6.8	5.3	100.0

Source: (survey data, 2020)

As it was mentioned in review of related literature, listening skills help students to comprehend spoken text. According Peterson (1991) in Celce-Muria (1995) said that, both bottom-up and top-down listening skill should be integrated and explicitly treated pedagogically to improve L2 listening comprehension. He also said the discourse level is in fact where top-down and bottom-up listening intersect and where complex and simultaneous processing of background information, contextual information, and linguistic information permit comprehension and interpretation to take place (1995).

The above point also confirmed by Vandergrift (2006) listening comprehension is not either top-down or bottom-up processing but an interactive process, where listeners use both prior knowledge and linguistic knowledge in understanding message. Based on this point of view, questionnaire which contains 3 items have prepared and distributed to the students to know if the students

effectively apply. The result of the questionnaire was given in table 5 above. In spite of its importance the subject of study gave following responses.

In the fifth table of item 25, it related whether or not their English teacher arranges any opportunity for them to practice listening in class room, 37.1% and 28.8% respondents were responded disagree and strongly disagree. But, 12% and 5.3% were agreed and strongly agreed. With regarding to this table 12.9% respondents were not decided.

Regarding to the title on table (5) items 26, 37.1% and 28.8% of 132 respondents were agreed and strongly agreed their English teachers' pronounced words correctly. From the result indicated in the same table, 15.9% undecided for those cases. The rest 12.9% and 5.3% were disagreed and strongly agreed.

Rixon, (1986) points out that pronunciation is one of the most obvious sources of difficulty for learners of English in listening. Furthermore, Ur (1984),state that if a word is pronounced differently from the way it was said when it was learnt, the listener may not recognize it as the same word, or may even miss its existence completely. At this point, this problem interferes with learners listening comprehension.

As a result, the first step of listening comprehension is learning how to identify and select sound signals according to pronunciation, thus pronunciation knowledge must be developed (Dagim 2011).

As it can be observed from table 5, item 27 the respondents were asked, 38.6% and 24.2% disagreed and strongly disagreed within taught their students in different techniques for listening. And 25.0%, respondents were not decided for those articles.

Supporting to this view Brown (1986) in Uso-Juan and Martinez Flor states learners' main role was simply based on the recognition and discrimination of sounds rather than on the understanding of what they were listening to. As to this approach it was assumed that just by repeating, imitating and memorizing what listeners heard, listening comprehension take place (Uso-Juan, and Martinez-Flor 2006).

4.3. Results from Interview

In this section, the results of the study obtained through the interview from both students and teachers were discussed and analyzed. The students' interview was discussed in the first section and the result of the teachers' interview was followed in the next section.

4.3.1 Students' Interview

As it was already discussed in chapter 3, a semi-structured interview was conducted one week after the data obtained through the questionnaire; the interviews were carried out with twenty (20) volunteered students, who gave additional evidence of practices of teaching and learning listening skills and comprehension problems. These interviews were semi-structured around the issues of the listening comprehension problems in the questionnaire. At the interview, the students responded to eleven (11) open-ended questions regarding listening skills problems they face during listening spoken text. The interviews also aimed to identify students' practice of learning listening skills. The interviewees were allowed to use their native language so as to express their opinion freely. Lastly, the data of the interviews were analyzed, and presented.

Q1. When you listen to spoken text, do you have any listening skill problem?

Why? What are the reasons for the problems?

The greatest numbers of interviewees' had listening skills problems when they listen to spoken text. The reason behind this problems were limited vocabulary, low grammar knowledge, lack of interest and motivation, lack of practicing on listening skills and confidence were reported by the students.

Q2. Which type of listening text do you prefer for listening lesson? Do you prefer short or long text?

Why?

Majority of the interviewees reported that, they prefer short text and simple language texts. Additionally, a number of the respondents were said that main factors that affecting listening comprehension was language complexity. They also reported that English that their teacher use and English used in their textbook is just complex for them to follow and understand the spoken text. Their teacher used to teach listening skill from nonnative speaker of English. When they were in elementary students, their teacher read the text for them loudly and they listen to the teacher and try to answer comprehension.

Q3. While you are listening to certain spoken text you may hear some unfamiliar words what do you do to know their meaning? Do you?

- a. Continue listening without being concerned about them?
- b. Stop listening till they are explained?
- c. Ask your friend to tell their meaning. Give reason?

For the question asked about if they hear unfamiliar words while listening and whether they continued listening or not, four of the interviewees explained that they continued listening when they come across to unfamiliar words without being concentrated about them. Almost half the total number of the students replied that they think about them and left out without being paid attention to the message of the text. Lastly, they reported that when the teacher asked questions based on the given text they tried to remember what have just heard for questions require single word to complete in blank space. But if the question demands long sentences, few numbers of students were leave out that question and wait until the teacher gave the answer for given questions. This is because they did not understand the central idea of the given text.

Q4. What experience did you have in gaining listening skill?

Did you get opportunities to practice listening skills? If that was so, in what ways?

Most of the interviewees reported that they had deep-rooted difficulties of English language listening skill for the reason that they didn't practice it at lower classes. There were various constraints students gave for this case. A single female student responded "I didn't practice when I was in lower grade at elementary school." Because most of the time her English teacher used to jump over the listening skill. Similarly, two students' responded that 'our elementary school teachers always stressed on reading and grammar not so much listening.'" The other interviewees blame their poor listening on their background and lack of access to listening native speaker's speech, lack of watching different film in English. This could be one factor which made the students unfamiliar with the natural future of the spoken English.

Q5. What techniques would you use to comprehend the given spoken text?

This question was asked to check whether students use listening techniques to comprehend spoken text or not. Majority of numbers of the interviewee reported that they didn't use different techniques during comprehending spoken text. Because, they did not know how to use it and to what degree it helped them in listening activities. This might be due to the learners' unfamiliarity with the procedures for specific way of teaching as practice.

One of the interviewees responded that the reason for difficulty he faces in listening comprehension, he said that he had serious difficulty to understand all of the English words during listening.

Q6. Do you seek any opportunities to practice your English listening Comprehension in any case?

Few interviewees reported that poor habits of learning listening skill, inability to use the opportunity could cause difficulties in listening comprehension because learners were poor in their practice of English listening skills and they rarely read or prepared themselves before the class. As a result, they seemed to have difficulties listening to their teachers or participating in class activities. Moreover, poor habit of practicing could lead to a lack of power or interest in listening skills

Q7. Whenever you listen, do you try to select the words you want to learn from others or do you just try to learn them all?

Some of the Students reported that they try to translated every word in order to answered comprehension questions and improve the listening efficiency. This problem results in ineffective use of listening skills to comprehend spoken text.

Q8. What do you do before listening text? Do you go through the questions and guess what the topic is about? Or simply make yourself ready to listen to the text without doing anything?

Majority students reported that they couldn't always remember the different way of teaching and couldn't use it. But some students attempted to use self-monitoring and directed attention this way of teaching in listening process. They tried to associate the topic with their prior knowledge if teacher asked question related to the topic. If the teacher didn't ask any question related to the topic they simply wait for the listening article. What the researcher understood from this report was that most of the learners fear of using listening practice in the classroom.

Q9. What are your roles in learning listening skills? Please list your roles.

Besides the teacher's role, students play a great role in assigning teaching listening skills. They were expected to participate in teaching-learning process in different ways. According to question no.9, a few numbers only list their roles of learning listening skills confidence; learn both outside and inside the class, answering questions in classroom and cooperativeness and active participation with peers. Beside to this majority of respondents did not take their roles.

One of the most important outcomes of the movement towards more communicatively oriented language learning and teaching has been the enhancement of the role of the learner in the language learning process (Wended, 1991: xi). Cotter all and Crabbe (1999) believe that in formal educational contexts the most successful learners are autonomous (they accept responsibility for their learning; they constantly reflect on what they are learning, why they are learning, and with what degree of success of learning).

Q10. To what extent are you accomplishing your due roles in learning listening skills?

Nine of interviewees reported that they were not gave attention to learn listening skills. Similarly, the rest number of respondents had lack of background knowledge and less interest on listening skills. In general, almost all of the interviewees were not accomplish their due roles in learning listening skills.

Q11. What are the main problems you face during English listening lesson in classroom? Please list some of them?

Many of the interviewees reported that they did not understand spoken text due to low English listening skills. This problem were raise from limited vocabulary, low grammar knowledge, lack of interest and motivation, lack practice to listening to English language, another said lack of confidence (one of them said he thought that understanding of spoken English was so difficult.

4.3.2. Teachers' interview

Q1. What techniques do you use to teach listening?

Very a few interviewed teachers' explained by using task oriented exercise, practicing short and simple texts rather than long answers texts, picture, diagrams techniques to teach their listening skills. But the rest teachers' stated that they used techniques such as making group (with peers), using context to guess the meaning of unfamiliar words or phrase associated and took a short key information.

Q2. What is the reason for not to practice listening instruction in the classroom?

From reports, majority of the teachers gave their answers for not to practice listening instruction in the classroom were lack of preparation, less interest, insufficient teaching aids or equipments, unsuitable benches for class arrangement and large number of students in each section and etc. According to Ur (1989) and Anderson and Lynch (1990), some of the barriers like complexity of the text and visual supports can influence the students listening comprehension

Q3. What kind of activities do you use to teach listening skills?

As their opinion, a less numbers of teachers reported that they used advancing to change negative attitude towards listening skills, creating the best condition, selecting the new materials from available resources, task based activities and making peers discussion. Noonan (1991) suggests that a number of factors should be considered in order to develop the listening skills. He emphasizes the consideration of the size of the class, the arrangement of the classroom and the number of hours available for teaching the language.

Q4. What is your evidence to say that your students have problems of listening comprehension?

In the above question teachers asked about the evidence that students had problem of listening comprehension, large number of teachers' reported that the students, didn't seem to understand the English instructions and the foreign materials reduced their interest and motivation, participation and at the same time their listening. It was evident that many students hardly participated in the classroom activities were done, and the reasons behind were inappropriate syllabus and insufficient logistic support. So, it could be stated that most of the listening activities were completed without effectively practicing any listening activity. Listening activities needed individual effort to improved listening skills.

Q5. Do you think that students low performance affects their language learning? What should be done to improve students listening skills?

All interviewed teachers were said that no doubt it definitely affected their academic performance. If students listening comprehension is inadequate, it was difficult for them to comprehend subjects since the medium of instruction at secondary was English language. This effective listening skill hinders their broader study and inevitably limits their academic performance. For this reason, students listening ability should be improved as much as possible. To do this English teacher should give focus to listening skill from the ground root starting early from elementary education through higher education.

Q6. Do think that students' knowledge about the content of the listening text contributes for listening comprehension? What might happen if the students have no information about the contents of the text?

All of the interviewed teachers responded that both content and background knowledge highly affected students listening comprehension. They tried to justify answers as follows; Background knowledge of the contents helped them comprehend the text easily and activate the students understanding. It facilitated understanding of the text and of difficult words that existed in the text. It gave an overall comprehension of the text and made students concentrate on the message of the text

Q7. What are the major causes for students' low listening comprehension performance? Could you mention some of them? What should be done to enhance students listening comprehension?

All interviewed teachers reported that students did not practice listening skill at lower levels, so the listening lesson here was strange for them. Frankly, speaking when the teacher come to teach listening lesson always they feel worry. Next when they come across strange words in listening text

they considered it was difficult to understand the given text. This could be other factor that affected the present students listening comprehension. They also added that students' English proficiency was poor as a result they couldn't understand spoken text. Therefore, the students' vocabulary and grammar need more efforts.

Q8. What kind of materials do you use to teach listening lesson in classroom? Is it suitable to teach listening lesson? If NO what should be done to make more suitable?

All teachers reported that they used students' textbook and teacher's guide. Because their attention mostly on teaching reading, vocabulary and grammar to prepare students for mid and final examination. In fact the text book was not suitable particularly for teaching listening lesson. Because some the listening article was long it is difficult for students manage with their poor English. And also some article demands long answer which always students faced difficult during listening lesson. The teacher should adapt the tasks of the listening article as much as possible to make convenient for the students.

Q9. Do you think it is possible to overcome the students listening comprehension problems? If yes how?

All teachers that participated in this interview responded that it could possible to overcome the problems by providing necessary material for students, encouraging students on listening lesson, creating awareness that listening is very important language skill. Teachers should give attention to listening lesson as they did on the other macro and micro skill in each school level. Language laboratory should be constructed to activate learners learning English language particularly listening skill.

Q10. What are your roles in teaching listening skills? Please list your roles.

Five of the teachers responded their roles of teaching listening skills as follows; creating the best condition, acting as manager and guide/advisor, preparing best materials and providing the maximum amount of practice for listening skills. On the other hand, nine teachers didn't carry out their roles in listening skills.

As the point of views, learner responsibility can develop if teachers allow more room for learner involvement (Scarlet and Sabot, 2000). In autonomous learning, the teacher is a facilitator of learning, an organizer of learning opportunities, a resource person providing learners with feedback and encouragement, and a creator of the learning atmosphere and a learning space (Coonan, et al, 2001: 40).

Noonan (1991) suggests that a number of factors should be considered in order to develop the listening skills. He emphasizes the consideration of the size of the class, the arrangement of the classroom and the number of hours available for teaching the language.

11. To what extent are you accomplishing your due roles in teaching listening skills?

Twelve of the interviewees (teachers) were not accomplished their due roles in teaching listening skills. The reason why was lack of giving a great attention and background knowledge.

4.4. Observation Data Analysis

In this section, the results of data obtained from classroom observation concerning with teaching and learning listening skill in classroom is analyzed and discussed. The observation focused on the practice of teaching and learning listening lessons in the classroom. The observational check list was prepared to insure whether/not data obtained through questionnaire and interview related to students listening comprehension problems match to each other. The observational check list contains four parts and all of them are put in one table. The first part deals with general physical environment, the others deal with activities performed from pre-listening to post listening activities (see appendix D)

The observation was held twice in three sections where the teachers showed their willingness to be observed. The classes used for observation classes were grade 10 C, 10 D, and 10 H. Researcher observed that students' practice of learning listening skill in all sections were almost the same. But the way the teacher treats his students in the classroom was different from one class to the other. Depending on checklist prepared to evaluated teaching and learning listening skill, the researcher had identified problems pertaining to learner, teacher, listening material and physical environments. These problems were listed as follows.

4.4.1. Results of observation related to students' problems

According to the checklist, results of observation related to students' problems listed as follow

Many of the students lack language proficiency.

- ✓ Supporting this idea teacher reported that when teacher come to teach listening lesson students felt worry (bored with the lesson).
- ✓ Some of the students did not take note while listening.
- ✓ Some of the students did not participate in group and/or pair discussions.
- ✓ Many of the students used mother tongue during group or pair discussion.

- ✓ Most of the student did not use listening strategy (because, most of them do not participate in pre listening activity, this mean they do not use prior knowledge, they don't plan for listening)
- ✓ The students were not discussing on the answer to correct each other.

4.4.2 Results of observation related to teachers' Problems

The researcher confirmed that the following factors were problems related to the teacher that impede the students listening comprehension:

- 2 of the 3 teachers did not use how to practically teach English language listening skills in integration in classrooms, and evaluate students' performance.
- All of them did not give brief instruction and activate student to use previous knowledge, motivate students to discuss pre-listening activities.
- Teachers did not let students concentrate on listening during listening skill (there were some students who disturb the class.
- Teachers did not teach new words before reading listening text.

4.4.3 Results of observation related to text materials

- Listening material provided to listening lesson was long (listening article entitled Different forms of Energy).
- Listening article need long answer which make students bored.
- Some of the topics were strange for the student use prior knowledge. Additionally it was full of new words.

4.4.4 Result of observation concerning Problems related to school (physical environmental)

The following lists were result of observation researcher confirmed and categorized under problems related to school (physical environmental).

- There were no sufficient teaching aids and equipment such as audio/video Cassettes.
- There was no language laboratory.
- The benches in the classrooms were not suitable for group and pair work.

CHAPTER FIVE

MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains three sections. The first section summarizes the major findings of the study. The second section provides conclusions of the study and the last one presents the forwarded recommendations.

The focus of this study was EFL teachers' and learners' practices of teaching and learning listening skills and challenges they encounter: Seka secondary school, grade ten in focus. The specific objectives were to:

- Identify how grade 10 EFL teachers' and learners' practice teaching and learning the listening skills.
- Check whether grade 10 EFL teachers and learners play their due roles in the teaching and learning of English listening skills.
- Pinpoint problems grade 10 EFL teachers and learners encounter in the teaching and learning of English listening skills.

In order to achieve the above listed objectives and answer the subsequent research questions topic related to the area were reviewed. Scientific metrological procedures and data analysis were also employed. Based on the analyzed data, findings, conclusions and recommendations were made.

5.1 FINDINGS

The study aimed to identify EFL teachers' and learners' practices of teaching and learning listening skills and challenges they encounter during listening lesson related to Practice of learning Listening skills and problem related with students, Practice of teaching Listening skills and problem related with teachers and Problems related to Listening text and Physical environment

5.1.1 Practice of learning Listening skills and problem related with students

- ✓ Lack of opportunity to practice English listening skills
- ✓ lack of linguistic knowledge and poor grammar knowledge,
- ✓ Lack of interest and background knowledge of the spoken text
- ✓ Lack of concentration to get the main idea of the spoken text

5.1.2 Practice of teaching Listening skills and problem related with teachers

- ✓ The teachers did not always use words the listener knows
- ✓ speed of delivery/speakers speak too fast and pronunciations problem

- ✓ Repetition and paraphrase on listening comprehension provided conflicting findings

5.1.3 Problems related to Listening text and Physical environment

- ✓ slang and idiomatic expressions
- ✓ unfamiliar vocabulary, difficult grammar structures and unorganized texts
- ✓ Unclear sounds resulting from poor classroom and outside condition

5.2. CONCLUSIONS

Based on the result of the findings the following conclusions can be drawn.

1. Listening problems related to listener originated from students' poor English proficiency such as limited English vocabulary, lack of back ground knowledge of spoken text, poor knowledge of grammar
2. Unfamiliarity to the pronunciation of native speakers causes to students' listening skills problems
- 3 Unfamiliar words, unorganized texts and difficult grammar structures are problems related to listening text
4. Unclear sounds resulting from poor classroom and outside condition was most problematic,
5. Lack of visual clues such as picture, diagrams, and charts are problems related to Listening text
6. The speed of delivery of lecture, pronunciation, fast speech, use of unfamiliar words and repeating words were problems teachers faced during teaching listening skills.
7. Lack of opportunity to use or to practice their English inside and outside classrooms causes to students' listening skills problems

5.3. RECOMMENDATIONS

In order to solve the problems related with practice of teaching and learning listening skills the following recommendation were forwarded:

1. Listeners should practice on linguistic knowledge
2. Students should try to get much feedback as possible and teacher should give to students immediate feedback on their performance
3. Teachers make students aware of different native-speaker accents and should control speed of delivery of lecture and fast speech
4. Teacher should select short, simple listening texts with little redundancy
5. Task-oriented exercise should be designed to engage the students' interest.
6. Teachers help students by providing varied tasks and exercises
7. Both teacher and students should give due attention to listening skill
8. The school should provide language laboratory to practice English language skills

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Appendix A: Questionnaire for students

Dear Students,

This questionnaire is designed to obtain data for the research entitled “Investigating Grade Ten EFL Teachers’ and Learners’ practice of Teaching and Learning Listening Skills and the Challenges They Encounter” The information you provide is helpful for the successful completion of this research and my study (MA program) in teaching English as a foreign language (TEFL). The data obtained through this questionnaire will used only for the purpose of this study and the data will be kept safe. For confidentiality purpose, you should not write down your names.

Thank you very much for your cooperation!

The candidate/Researcher

Jimma University
Jimma

General Direction

- a) Section: _____
- b) Sex: Male Female
- c) Please, try to answer every question according to the nature of the questions.

Part 1: Opinion on practice of Learning English Listening skills.

Instruction: Please put a tick mark (√) under the one of the response columns which best represents your agreement or disagreement for each of the given each statement. Use the following rating scale for your responses or rating:

SD (Strongly disagree):1

DA (Disagree):2

UD (Undecided):3

A (Agree):4

SA (Strongly agree):5

1. Practice of Learning English Listening skills

NO	Statements	SDA	DA	U	A	SA
1	I use different techniques to comprehend the spoken text during the listening class.					
2	Knowing limited vocabulary and grammar affect my listening comprehension					
3	I listen Radio and Television news in English Language to practice and improve my listening skills					
4	Before I listen to the given text, I go through the questions and guess what the topic is about					
5	During listening lesson I give serious attention to listening comprehension.					

Part 2: Students' Opinions on their problems related to various factors

2.1 Students' listening skills problems related to themselves

NO	Statements	SDA	DA	UND	A	SA
1	My lack of background knowledge of spoken text interferes with my listening comprehension					
2	My lack of linguistic knowledge interferes with my listening comprehension					
3	My poor grammar knowledge interferes with my listening comprehension					
4	I find it difficult to get a general understanding of the spoken text from the first listening					
5	I lose concentration when the questions require longer answers					
6	It challenges me to understand the meaning of the spoken text as I have limited English vocabulary					
7	I find it difficult to quickly remember words or phrases I have just heard					

2.2. Students' listening problems related to speakers

No	Statements	SD A	DA	U	A	SA
8	I find it difficult to understand well when the speakers speak too fast					
9	I find it difficult to understand the meaning of words with unclear pronunciation					
10	It challenges me to understand listening text when the speaker speaks with variety of accents					
11	It challenges me to understand when the speakers use reduced forms such as won't (would not)					
12	I find it difficult to understand when the speakers do not use sufficient redundancy or repetition					
13	I find it difficult to understand the meaning of the spoken text without seeing the speakers' body language					

2.3 Students' listening problems related to Listening text (Materials)

No	Statements	SDA	DA	U	A	SA
14	Difficult grammar structures interfere with my listening comprehension					
15	Unfamiliar words used in the text influence my listening comprehension					
16	I find it is difficult to interpret the meaning of a long spoken text					
17	I feel fatigue and distracted when I listen to long spoken text					
18	Slang and idiomatic expression hinder with my listening comprehension					
19	Unorganized text interferes my listening comprehension					
20	I find it difficult to answer the listening passage questions when the questions are irrelevant					
21	I find it difficult to follow the sequence of the spoken text when the sentences are too long and complex					

2.4 Students' listening problems related to physical environment

No	Statements	SA	A	U	DA	SDA
22	The surrounding noise always disturb my listening comprehension					
23	Unclear sound resulting from poor quality equipment hinders my listening comprehension					
24	If the class atmosphere is not convenient I feel tired and lose my concentration during the listening practice					

2.5 Students' listening problems related to their teacher's way of teaching

No	Statements	SA	A	U	DA	SDA
25	My English teacher arranges any opportunity for me to practice listening in class room					
26	My English teacher pronounce words correctly					
27	My teacher uses different techniques to teach me listening skills					

Yuniversitii Jimmaa
Koollejji Saayinsii Hawaasaa fi Humaniitii
Muummee Afaan Ingiliffaa fi Hog-barruu

Maxxannee B: Bar-gaaffii Barattootaa

Bar-gaaffiin kun kan qophaa'e adeemsa baruu fi barsiisuu akkasumas, rakkoo barattootni fi barsiisootni kutaa 10^{ffaa} dandeettii dhaggeeffachuu Afaan Ingiliffaa irratti qaban odeeffannoo argachuufi. Kanaafuu isin barattoota kutaa 10^{ffaa} waan taataniif rakkoohaala waligalaa adeemsa baruu fi barsiisuu fi rakkoo yeroo dhaggeeffachuu isin mudaatu odeeffannoo dhugaa irratti akka kennitadha. yeroo dhaggeeffachuu (listening) isin muudatu odeeffannoo dhugaa irratti hundaa'e akka kennitaniif dha. Kayyoon sassabbi bar-gaaffii kanaa fi odeeffannoo isin irraa argamuu waraqaa ulaagaa digirii 2^{ffaa} Afaan Ingiliffaa fi og-barruu ittiin guuttachuuf kan qophaa'eedha. Kanaafuu gaaffilee armaan gaditti dhihaatan sirritti dubbisuun odeeffannoo dhuga-qabeessa akka gaafatamtanitti akka naa kennitan kabajaan isin gaafadha.

Atooma keessaniif Galatoomaa!

Kadhimama/Qorataarra

Yunivaarsiitii Jimmaa

Jimmaa

Ajaja woliigalaa : Maqaa keessan barreessuun hin barbaachisu. Kutaa qofa barreessaa

Kutaa_____

KutaaI: Gaaffilee dandeettii dhaggeeffachuu Afaan Ingiliffaa baraachuu fi shakaluu irraatti barattoota kutaa 10^{ffaa} ta'an ilaalchisee as jalatti dhimmoota dhiyaatan dubbisuun waan irratti waligaltaan filannoowwan shanaan keessaa tokko filachuun mallattoo (√) kanatti fayyadamuun guuta.

Gonkuma Nan Morma (GNM):1

Nan Morma (NM):2

Hin murteeffanne (HM):3

Hin Mormu (HMo):4

Sirritti Hin Mormu (SHM):5

1. Yaada gaaffilee dandeettii dhaggeeffachuu Afaan Ingiliffaa baraachuu fi shakaluu irraatti kennamu

T/L	Himoota dhiyaatan (rakkinoota) Barattootaan wolqabatu	Filannoo				
		GNM	NM	HM	HMo	SHM
1	B/saan A/Ingiliffaa keeti tooftaalee garaagaraatti fayyadamee dadeetti dhaggeeffachuu ni barsiisa					
2	Dandeettii dhaggeeffachuu baraachuun b/ttoota Ingiliffi Afaan lammaffaa ta'eef ni fayyada					
3	Dandeetti dhaggeeffachuu A/Ingiliffaa baraachuuf feedhii gaarii qaba					
4	B/saan keenyaa gochalee garaagaraatti fayyadaamuun dandeetti dhaggeeffachuu nu barsiisa					
5	Dandeetti seer-lugaa gadaanaa fi jechoota murasa beekuun dandeetti dhaggeeffachuu irratti dhibbaa ni qaba					
6	B/saan A/Ingiliffaa keenyaa haaloota adda addaa nu mijeessuun akka dandeetti dhaggeeffachuu daree keessatti shakaluu taasisa					

2.1. Rakkinoota Afaan Ingiliffaa dhaggeffachuu dhaddeffattootaan wal qabate

T/L	Himoota dhiyaatan (rakkinoota) Barattootaan	Filannoo					
		GNM	NM	HM	HMo	SHM	
	wolqabatu Himoota dhiyaatan (rakkinoota) Barattootaan wolqabatu			Filannoo			
			GN	NM	HM	HMo	SHM
1	Waa'ee mata duree dubbisa dubbifamuu wollaaluun		M				
8	dandeettii dhaggeffachuu irratti rakkina uume Yeroo dubbisaan ariitiin dubbissamu ergaa barreeffamichaa						
2	Dandeettii Afaan Ingiliffaa dhaabuun dandeettii hubachuun na rakkisa						
9	dhaggeffachuu kootii hubeera Namni dubbisu haala sirritti hin dubbisu yoo ta'e , ergaa						
3	Hanginni seerluga (English grammar) kootii barreeffama sanaa hubachuun rakkisaadha						
10	dandeettii Afaan Ingiliffaa dhaggeffachuu miidhaa jira						
11	Yeroo namni dubbisu loqoda adda addaatti fayyadamu erga						
4	Ergaa waliigalaa barreeffama , altokko dubbifamuu dubbisa dhaggeffataa jiruu hubachuun arakkisa						
12	qofaan hubachuun na rakkisa Yeroo namni dubbisu sun kottonfachiisaa dubbisa keessatti						
5	Wanta dubbifamu kana yoon hubachuu baadhe soda fayyadamu hubachuun nadhiba						
13	wohii tunatti dhagahama Yoo dubbisaan yeroo gahaa kennee fi irra deddeebi'ee						
6	Wanti dubbifamu sun yoon natti toluu baate dubbisuu baatee hubachuun rakkisaadha xiyyeffannoo itti hin kennu						
7	Waan dubbifame sana booda irra deebi'ee dhaggeffacuuf waan hin jirreef ergaa isaa hubachuun rakkiisaadha						

2.4. Rakkina dhaggeeffachuun naannoo mana barnootaan walqabate

T/L	Himoota dhiyaatan (rakkinoota) Barattootaan wolqabatu	Filannoo				
		GN M	NM	HM	HMo	SHM
14	Dubbisaan yeroo dubbisu yoo mallattoo sochii qaamaa agarsiisaa (body language) dubbise malee hubachuu hin danda'u					
15	Yeroo namni dubbisu ajaja ifa ta'e hin kennin ergaa barreeffamichaa hubachuun na dhibaadha					

16	Yeroo namni dubbisu ifatti ibsee dubbise malee ergaa barreeffama dubbifamee guutummaatti argachuun rakkisaadha					
17	Hanqinn icaasluga Afaan Ingiliffaa jiraachuun dhaggeeffachuu irratti dhiibbaa guddaa qaba					
18	Dubbifamichi yoo jechoota haaraa baay'inaan qabaate hubannaa ergaa dhaggeeffannaa ni xiqqeessa					
19	Akkamalee dheerachuun dubbisicha dubbifamuu ergaa isaa hubachuu irratti dhiibbaa qaba					
20	Barreeffama dheeraa dhaggeeffachuun namanuffisiisa					
21	Barreeffamicha dubbifamu keessa dubbiin qolaa (ibsi al kallattii) yoo jiraate dhaggeeffachuun hubachuu irratti dhiibbaa uuma					

2.5. Rakkina dhaggeeffachuu adeemsa baruu-barsiisuu barsiisaa isaaniin wal-qabate

T/L	Himoota dhiyaatan (rakkinoota) Barattootaan wolqabatu	Filannoo				
		GN M	NM	HM	HMo	SHM
22	Barreeffamni sirriitti hin qindoofne dhaggeeffachuun hubachuun dhiibbaadha					
23	Dubbisichii fi gaaffileen keessaa bahan yoo wal hin simin gaaffiilee deebisuun rakkisaadha					
24	Dubbisnidubbifamuwalxaxaataheergaadubbisichaadhaggeeffat aniihubachuunrakkisaadha					

T/L	Himoota dhiyaatan (rakkinoota) Barattootaan wolqabatu	Filannoo				
		GNM	NM	HM	HMo	SHM
25	B/saan koo carraa daandeetti dhaaggeeffachuu shakkaluu daree keessatti naf ni lata.					
26	B/saan kiyyaa jechoota sirriitti sagaaleesa/ni dubaata/					
27	B/saan koo toftalee garagaraatti fayyadamuun daandeetti dhaggeeffachuu na barsiisa.					

Appendix C: Student's Interview

1. When you listen to spoken text, do you have any listening skill problem?
Why? What are the reasons for the problems?
2. Which type of listening text do you prefer for listening lesson? Do you prefer short or long text?
Why?
3. While you are listening to certain spoken text you may hear some unfamiliar words what do you do to know their meaning? Do you:
 - a. Continue listening without being concerned about them.
 - b. Stop listening till they are explained or
 - c. Open your dictionary to check them?
 - d. Ask your friend to tell their meaning. Give reason?
4. What experience did you have in practicing listening skill?
 - a. Did you get any opportunities to practice listening skills? How?
5. What techniques would you use to comprehend the spoken text during the listening class?
6. Do you seek any opportunities to practice your English Listening Comprehension in any case?
For example, do you listen to radio or television news in English Language?
7. Whenever you listen, do you try to select the words you want to learn from others or do you just try to learn them all?
8. What do you do before you listen you to the given text? Do you go through the questions and guess what the topic is about? Or simply make yourself ready to listen to the text without doing anything?
9. What are your roles in learning listening skills? Please list your roles.
10. To what extent are you accomplishing your due roles in learning skills?
11. What are the main problems you face during listening lesson in classroom?
Please list some of them?

Appendix D: Interview for teachers

1. What techniques do you teachers use to teach listening?
2. What is the reason for not to practice listening instruction in the classroom?
3. What kind of activities do you use to teach listening skills?
4. What is your evidence to say that your students have problems of listening skill?
5. Do you think that students that low listening skills performance affects their language learning?
What should be done to improve students listening skill?
6. Do think that students' knowledge about the content of the listening text contribute for listening comprehension? What might happen if the students have no information about the contents of the text?
7. What are the major causes for students' low listening comprehension performance? Could you mention some of them? What should be done to enhance students listening comprehension?
8. What kind of materials do you use to teach listening lesson in classroom? Is it suitable to teach listening lesson? If NO what shall you do to make more suitable?
9. Do you think it is possible to overcome the students listening comprehension problems? If yes how?
10. What are you roles in teaching listening skills? Please your roles.
11. To what extent are you accomplishing your due roles in teaching listening skills?

Appendix E: Check list for class observation

The following check list for classroom observation used to evaluate practice of teaching and learning English Listening skill in the class. This check list mainly aimed to identify the problems and practice of teaching and learning grade ten EFL teachers and students face during listening class.

Grade and Section _____ topic _____ date _____ NO.

Students in the class _____ period _____ Observation Round _____

NO	Issue should be fulfilled	yes	No
1	The class size is convenient for the students'		
2	The physical environment is free of noise		
3	Teachers' directions were clear and students were able to carry out them		
4	Materials were presented at students' levels of comprehension		
	Pre-listening activities		
5	The teacher activates students prior knowledge		
6	Students are ordered to do pre listening activities?		
7	Students actively participate in class discussion related to the topic		
8	The teacher appreciates students answer and motivates them for the next tasks		
9	Students are encouraged to use listening strategies		
10	Teacher gives brief and clear instruction		
	While-listening activities		
11	Students consciously listen to reading article (text)		
12	The sound of CD or speaker sound is loud enough		
13	Students are listening eagerly		
14	The teacher uses proper body language with the learner		
15	The teacher moved around the class and made eye contact with students		
16	Students are having short note		
17	Appropriate use of language		
18	Listening materials are full of difficult words and phrases		
19	Speech delivery of the speaker is too fast		
	Post-listening activities		

21	Teacher encourages students to discuss on the answers		
22	Everybody tries to give the answer to the questions		
23	Students are discussed on the answers		
24	All of the students are raised hands to the answer		
25	None of them raised their hands to give answers		
26	The teacher asked and answered questions carefully		
27	The teacher is answered the question himself		
28	Teacher advices to listen to different audiovisuals to develop their listening skill.		