

JIMMA UNIVERSITY



College of Social Sciences and Humanities
Department of English Language and
Literature

Grade Eleven English Teachers' and Students' Practices and Challenges
in Teaching and Learning Listening Skills: Mana Woreda Secondary
Schools in Focus

By: Abebe Sisay

A Thesis Submitted to Department of English Language and Literature
for the Partial Fulfillment of the Degree of Masters of Art in Teaching
English as Foreign Language

December, 2021
Jimma, Ethiopia

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Declaration

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

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Acronyms and abbreviations

CLT: Communicative Language Teaching

EFL: English as Foreign Language

GTM: Grammar Translation Method

L2: Second Language

Abstract

The objective of this study was assessing grade eleven English teachers' and students' practices and challenges in teaching and learning listening skills in three secondary schools in Mana Woreda. To achieve the intended objective of the study a descriptive research design was employed. Six grade eleven English teachers who have taught English at the three schools (yebu secondary school, Geruke Jimate Secondary School and Yebu Secondary School number 2) were selected using comprehensive sampling technique. Beside this 150 grade eleven students from the three schools were also selected using systematic sampling technique. Interview, questionnaire and classroom observations were used to collect data. Frequency, percentage and mean were employed in analyzing quantitative data whereas thematic analysis was used for analyzing qualitative data. The result of the study revealed that grade eleven English teachers and students engaged in pre, while and post listening activities. However, the effort teachers made to engage students to practice the activity was low. This in turn resulted in ineffective students' engagement in practicing the activities and tasks. The listening practice also depended on students' text book or teachers guide and not adequately supported by other visual and recorded audio or written materials. The learning strategies students used in practicing listening include cognitive, Meta cognitive and social affective learning strategies. In addition the study identified teacher related challenges such as poor motivation, strategy use problem, poor perception for listening; student related challenges such as low concentration, strategy use problem, poor motivation, and environmental problems such as noise, lack of teaching aid, and etc. that hinder effective listening practice. Finally, it is recommended that English language teachers should properly implement pre, while and post listening activities recommended by scholars. Students also actively engage in the listening practice. In addition, in service training on how to teach listening skills should be given to teachers.

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CHAPTER ONE: INTRODUCTION

Introduction

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, delimitation of the study, limitation of the study and operational definition of key terms. The detail explanation is available under each section.

1.1. Background of the Study

Listening skills has been acknowledged as one of a primary vehicle for language learning and teaching (Rost, 2001; Richards, 2008). According to Mendelsohn (1994), of the total time spent on communication, listening takes up 40-50%, speaking, 25-30%, reading, 11-16% and writing about 9%. It has also been estimated that adults spend almost half of their communication time listening, and students may receive as much as 90% of school information through listening to instructors and to one another (Teng, 1996). Furthermore, listening exercises provide teachers with a tool for drawing the attention of learners to new forms (vocabulary, grammar, new interaction patterns) (Teng, 1996). From these realities, it is possible to understand that listening is a very important skill in everyday life in general and in the classroom interaction in particular. Even though rigorous researches indicated that listening plays an important role in communication and language learning, it has got a marginal place in foreign language curricula for a long time and it was regarded as the least important skill in language teaching and learning in EFL classroom (Brown, 1990).

A review of previous research regarding the four language skills also indicated that skills that are considered weak in the teaching learning practice are listening skills. This claims in agreement with some research studies (Kavaliauskiene, 2008), Alam, 2009), Abedin, 2010), Velička, 2007) which show that most students have problem in listening skills.

According to Muluken (2008), though listening is incorporated in English language syllabus in Ethiopia, it is less practiced in actual classroom. This may be attributed to varieties of factors. Generally, rigorous studies revealed that there is a gap between pedagogical procedures and the actual teaching learning of listening skills. Similarly, the practice of listening skills in

ManaWoreda secondary schools was not satisfactory. For many reasons teachers faced problems in implementing effective teaching of English language listening skills. Students also show low motivation to learn the skills. One reason to this problem may be inappropriate practice and other related factors to the teaching and learning of listening skills. As Mackey (1965), the teaching practice can be the cause of success or failure in language learning; for it is ultimately the method that determines the ‘what?’ and the ‘how?’ of language instructions. Therefore, on the ground of this reality this study examined grade eleven English teachers’ and students’ practices and challenges to the teaching and learning of English language listening skills in three Secondary Schools in Mana Woreda (Yebu Secondary School, Geruke Jimate Secondary School and Yebu Secondary School Number 2).

1.2 Statements of the Problem

Listening skills have significant role in one’s successful communication and academic achievement. Rost (2001) states that listening is a fundamental skills in which students need to gain adequate proficiency. Dunkel (1986:47) also asserts that “developing proficiency in listening is a key to achieving proficiency in other language skills.” So listening skills are the core of teaching and learning practice and the area in which teachers and students need to concentrate their own efforts to improve their practice. So in order for students to get the most out of the communicative learning process they need effective listening skills. Due to its significant role, listening was incorporated in English language syllabus of Ethiopia along with Speaking, Reading, and Writing skills.

More importantly, in the context of secondary schools where learners invest much of their time listening to classroom lectures, the need to have competency in listening skills is unquestionable. In contrary to this, learners are rarely taught how to develop listening skills, as a result, majority of them unable to communicate properly in and out of classroom contexts even after the completion of course material (Berne, 2004; Vandergrift, 2007, as cited in Ayele and Firew, 2020).

Saidure (2014) also tried to find out the challenges in EFL listening classroom at Secondary School in Bangladesh. This study revealed that the main problem is the exam system which focused on reading and writing. As a result both teachers and students neglect the listening

lesson intentionally. Teachers also faced problems such as lack of training on listening skills, large class size, and unavailability of facilities to implement effective listening practice.

There are also researches conducted toward listening skills in our country. For instance, Muluken (2008) conducted a study on “The practice of teaching listening skill” This study was conducted to look into how listening is taught in grade 8. The result showed that English teachers failed to manage the listening lesson using the appropriate pedagogical procedures.

Iyob Melaku (2018) also conducted a study on “ The practice of teaching listening in grade nine at Gishen Secondary School “ This study revealed that EFL teachers in the school faced many challenges to implement effective listening lesson using the current teaching method (communicative Language Teaching). The finding also revealed that challenges such as lack of motivation, lack of resource, lack of time, inability of knowing listening strategies and etc. are the major challenges that hinder teachers from applying effective teaching of listening at the school.

Ayele and Firew (2020) also conducted a study on “Teachers’ and Students’ Perceptions towards Teaching Listening Skills in CLT Classrooms” the case of first year students in Wolaita Sodo University. The major findings of the study show that students considered learning listening skill as a difficult language skill mainly due to its pronunciation and often fail to benefit from classroom instruction in English. This is because both teachers and students did not seem familiar with listening strategies. Instructors also sometimes did not encourage their students.

Additionally, a study conducted by British Council (2015), as cited in Ayele and Firew (2020) identified the following as major problems of English learners in Ethiopia in listening skills: The first was lack of confidence by students in practicing listening and speaking activities because they have already get used to or told to believe that listening and speaking harder than writing and reading skills. Another difficulty was lack of the ability to capture the speed of utterance. The last problem is mentioned as psychological problem rather than linguistic, that is, many students do not feel relaxed and do not expect that they will be able to understand what they listen. These problems are not only the problems of students in lower but also higher institutions.

Similarly listening skill, which we first experience in our life, has a significant role in one’s successful communication and academic achievement, the practice in Mana Woreda secondary

schools had a gap. The researcher has been working there and collected idea from some students and teachers about the four language skills. He found out that students were criticized for their poor listening skills by their teachers. On the other hand, English teachers were also criticized by their students toward their listening practice for they did not give adequate attention and evaluation. Especially, many grade 11 teachers complain that the students often had poor listening skill that could be one of the factors that leads to low performance in academics. However, as far as the researcher knowledge is concerned no study is conducted in the area of listening skills in Mana Woreda secondary schools.

The present study is different from the mentioned local and global studies: Firstly, this study examined teachers' and students' practices and challenges in teaching and learning listening skills but in the above mentioned studies only teachers' practices were examined. Secondly, by its objectives, it aimed at investigating the activities teachers and students employ in practicing listening; to find out the learning strategies grade 11 students employ in practicing listening skills; and to list down the major challenges that hinder the teaching and learning of listening skills. So the present study is believed to fill this gap. On the other hand, identifying the root cause of the inadequacy of effective practice and challenges of listening skills can help the immediate stake holders to think of the way out and the area to be addressed to teach and learn the skill appropriately. So these conditions initiated the researcher to assess grade 11 English teachers' and students' practices and challenges to the teaching and learning of English language listening Skills in Mana Woreda secondary schools.

1.3 Objectives:

1.3.1 General Objective

The general objective of the study was to investigate grade 11 English teachers' and students' practices and challenges in teaching and learning listening skills.

1.3.2 Specific Objectives

The study intended specifically to:

- investigate the listening activities and tasks grade 11 English teachers and students use in practicing English language listening skills;
- find out the learning strategies grade 11 students use in practicing English language listening skills; and

- list down major challenges that hinder the teaching and learning of listening skills.

1.4 Research Questions

This study intended to answer the following specific research questions:

- What are the activities and tasks grade 11 English teachers and students use in practicing English language listening skills?
- Which learning strategies do grade 11 students use in practicing English language listening skills?
- What are the major challenges that hinder effective teaching and learning of English language listening skills?

1.5 Significance of the Study

The findings of this research could benefit both teachers and students to decide possible adjustments in the practice of teaching and learning listening skills. Additionally, the study might help English language teachers to identify the difficulties that encountered in teaching and learning listening skills and enable them to employ some strategies or mechanisms that foster the teaching and learning of listening. Besides, it would have its own contribution in raising the teachers' and students' awareness with regard to the challenges that impede teaching listening and would indicate appropriate listening strategies to be employed in the classroom. Currently, individuals or parents, school administrators and the Ministry of Education are interested in how secondary students can become effective listener. So they all are beneficial. It may also provide alternative suggestions and crucial recommendation to the concerned bodies toward effective implementation of listening skills. In addition, it can be used as an initial work for future studies for other researchers to conduct similar studies in the area.

1.6 Scope of the Study

The study was delimited to assess grade 11 English teachers' and students 'practices and challenges in teaching and learning listening skills in three secondary schools which are found in Mana Woreda , Jimma Zone of Oromia Region. The reason for limiting the topic of the study was to make the study manageable and to carry out it effectively. On the other hand, the researcher chose listening skills since the skill has not got due attention as other language skills in the teaching learning process in the proposed schools. As stated before, the researcher had collected ideas from students about the four English language skills and he found out that most

students and teachers were uncomfortable about the listening skills practice. So the researcher decided to conduct the investigation on teachers' and students' practices and challenges to the effective implementation of English Language listening skills. Even if the problems exist both in grade 11 and 12, the researcher chose grade 11 because it was difficult to get stable teaching/ learning process of listening skills in grade 12 since grade 12 teachers and students were busy preparing for Higher Education Entrance Exam. So the researcher felt that grade 12 students and teachers wouldn't participate in this study with sufficient care. So the study was conducted in grade 11.

1.7 Limitations of the Study

The study had its own limitations. It is important to bear in mind that due to small number of participants the present study may not offer a concise description of teachers' and students' practice and challenges in teaching and learning listening skills. Moreover, the participants of the study were grade 11 teachers and students at three selected secondary school in Mana Woreda. So the samples may not accurately represent grade 11 teachers and students as a whole throughout the country. It is also useful to keep in mind that some of the basic concepts in the questions (for example unfamiliarity of participants with some listening mechanisms/ strategies) may affect data acquisition and therefore the analysis. The other limitation was unwillingness of some participants to give genuine response to the questionnaires and interview. To minimize such problems the researcher arranged some preconditions and discussion with the concerned bodies before starting the actual research and throughout the research process. Other challenge to the research process also treated smoothly and wisely through discussion.

1.8 Operational Definition of Key Terms

Practice: The actual application or use of an idea, belief or method in the teaching learning Process. (www. lexicon. Com)

Strategies: Strategies can be thought as the ways in which a learner approaches and manages tasks.(O'Malley and Chamot, 1990)

Task: Task is an activity which requires learners to use language which emphasis on meaning (For instance, completing a diagram or chart, filling in table, drawing a picture, puzzle and etc.) (Flowerdew and Miller, 2005).

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Introduction

This chapter provides detailed review of literature regarding listening skills. Among the issue discussed definition of listening, a brief history of the teaching of listening, strategies of listening, listening activities, process of listening, types of listening and factor affecting listening are the major. The detail explanation is available under each section.

2.1 Definition of Listening

According to Rost (2002), listening is 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. Nadig (2006) adds when we listen effectively we understand the person's thinking and/or feeling from the other person's perspective. Wood (1989: 17) defines listening as "the activity of paying attention to and trying to get meaning from something we hear." For Morley (1999: 11) listening is "an activity of information processing in which the listener is involved in a two way communication..." Cook (2001), in Haregweoin (2003), also states that listening includes both bottom-up and top-down processing which means listening to information that comes from the speaker and using background knowledge and expectations to make meaning while listening respectively. To sum up, it is widely admitted that listening is not merely the process of unidirectional receiving of audible symbols, but an interactive process (Brown, 2001).

2.2 A Brief History of the Teaching of Listening

2.2.1 Listening in Traditional Approach

The grammar - translation approach viewed language as a descriptive set of finite rules that, once learned, gave access to the language. A grammar translation syllabus consisted of two components: grammar and lexical items. "The only listening that students would have to do will be to listen to a description of the rules of the second language (L2) in the first language (L1)." (Flowerdew and Miller, 2005:4)

The other teaching method is the direct method; the direct-method approach focused on teaching listening skills first and other language skills later. However, in a review of early monolingual teaching methods, it seems that although the target language was used for all purposes in the classroom, there was no systematic attempt at teaching listening or at developing listening

strategies in the learners. Students could hear what was being said and that comprehension would follow later to as developing listening through “osmosis” (Flowerdew and Miller, 2005).

The audio-lingual approach to listening emphasizes first listening to pronunciation and grammatical forms and then imitating those forms by way of drills and exercises (Richards and Rogers, 1986). Basically, the more the students repeat a “correct” phrase/sentence, the stronger their memory of the structure will be. Therefore, students must listen and repeat similar words and sentence structures many times in order to remember them.

2.2.2 The Current Teaching Methods of Listening

Communicative approach, task-Based approach, and integrated approach are the main focuses of the current teaching methods of listening. Littlewood (1981) states the communicative approach looks at what people do with language and how they respond to what they hear. “Learning goals related to listening: To process spoken discourse for functional purposes; to listen and interact with the speaker and/or complete a task”.

The main idea behind a taskbased approach to developing listening is that students become active listeners (Brown,2007). With this approach, students are asked to listen to what are described as “authentic” situations and to “do something” with the information. This may be completing a diagram or a chart, filling in a table, or drawing a picture. Learning goals related to listening: “To process listening for functional purposes; to listen and carry out real tasks using the information” (Flowerdew and Miller, 2005:14).

The last is the integrated approach. Learning goals related to listening for this approach is: “To develop listening as part of interactive communication; to develop critical listening, critical thinking, and effective speaking. Not only do exercises focus on the more traditional features of listening” (e.g., listening for gist and listening for details), but they also help the students to develop critical listening skills (e.g., after listening to a discussion about women’s rights, the students have to present their opinions

2.3 Strategies of Listening

Strategies can be thought of as the ways in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening. These activities seek the engagement of listeners actively in the process of listening. Among all the

strategies for listening, O'Malley and Chamot (1990) claimed three main types of strategies: meta-cognitive, cognitive and social strategies.

The meta-cognitive strategy: a kind of self-regulated learning. It included the attempt to plan, check, monitor, select, revise, and evaluate, etc. For example, for meta-cognitive planning strategies, learners would clarify the objectives of an anticipated listening task, and attend to specific aspects of language input or situational details that assisted in understanding the task (Vandergrift, 1999). Generally, it can be discussed through pre-listening planning strategies, while-listening monitoring strategies, and post-listening evaluation strategies.

The cognitive strategies: are related to comprehending and storing input in working memory or long-term memory for later retrieval. They are investigated from the aspects of bottom-up strategies, top-down strategies. For bottom-up processing, it refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization-sounds, words, as a process of decoding. For bottom up strategies, Henner-Stanchina (1987) engaged in a similar study and pointed out that effective listeners were good at using their previous knowledge and experience to raise hypotheses about a text, integrating new information into their ongoing interpretations, making influences to bridge gaps, assessing their interpretations, and modifying their hypotheses, if necessary. On the other hand, top-down processing went from meaning to language (Richards, 2008). Learners can try to predict what will utter by the signal. However, Chiu (2006) claimed that listening comprehension was neither only top-down nor bottom-up processing. Simultaneously, Lu (2008) summed up that the scholars believed the listeners not only utilized bottom-up but also top-down processing models.

For social/ affective strategies, Vandergrift (2003) defined the strategies as the techniques listeners used to collaborate with others, to verify understanding or to lower anxiety. Habte-Gabre (2006) stated that socio-affective strategies were those which were nonacademic in nature and involve stimulating learning through establishing a level of empathy between the instructor and student. They included considering factors such as emotions and attitudes (Oxford, 1990). It was essential for listeners to know how to reduce the anxiety, feel confident in doing listening tasks, and promote personal motivation in improving listening competence (Vandergrift, 1997). According to O'Malley and Chamot (2001), among the four strategies of management strategies,

social strategies, cognitive strategies, affective strategies in listening comprehension, both social and affective strategies influenced the learning situation immediately.

2.4 Listening Activities (phases of listening)

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

A. Pre-listening Activities

Before they happen to listen to a certain listening text, students should do some activities which help them prepare for what they will hear. This stage prepares students for both top down and bottom up processing through activities involving activating prior knowledge, making prediction, and reviewing key vocabulary (Rost, 1990). Schema theory provides strong evidence for the effectiveness of pre-listening activities which includes the outline for listening to the text and teaching cultural key concepts. Listening teacher may select certain words, difficult grammatical structures and expressions to be explained through the discussion about the topic, and may also ask students to predict the content or what speakers are going to say, based on the information they have already got. Pre-listening activities usually have two primary goals: (a) to help to activate students' prior knowledge, build up their expectations for the coming information; and (b) to provide the necessary context for the specific listening task. The teacher could follow with a listening comprehension activity, such as two people having a conversation about their daily life. Students must answer true or false questions based on the previous listening activity. An example of a controlled practice activity could be a drill activity that models the same structure or vocabulary (Karakas, 2002).

B. While-listening Activities

While -listening activities can be defined as all tasks that students are asked to do during the time of listening to the text. 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. While-listening activities usually have some of the following purposes: to focus students' comprehension of the speaker's language and ideas; to focus students' attention on such things as the speaker's organizational patterns; to encourage students' critical reactions and personal responses to the speaker's ideas and use of language. An open-ended activity could follow that allows students to have the freedom to practice listening comprehension in the class about their daily life and asking for further information. Listening comprehension should begin with what students already know so that they can build on their existing knowledge and skills with activities designed on the same principle. A variation on the filling in the missing word listening activity¹ could be to use the same listening materials, but to set a pair work activity where student A and student B have the same worksheet where some information items are missing (Karakas, 2002).

C. Post-listening Activities

Post-listening activities are important because they extend students' listening skill. Post-listening activities are most effective when done immediately after the listening experience. Well-planned post-listening activities offer students opportunities to connect what they have heard to their own ideas and experiences, and encourage interpretive and critical listening and reflective thinking. As well, post-listening activities provide opportunities for teachers to assess and check students' comprehension, and clarify their understandings; to extend comprehension beyond the literal level to the interpretive and critical levels. Different comprehension questions can be assigned for students to discuss after listening, students then swap information to complete the whole class chart, correlating what each student has heard to arrive at the big picture. If there are any questions that remain unanswered during the first or second listening, and after the information swap activity, the whole class can listen to the tape again. The students will then try to find the

answer to the questions that have not been previously understood, rather than the teacher providing the answers straight away (Karakas, 2002).

2.5 The Processes of Listening

Several models have been developed to explain how the listening process functions. According to Flowerdew and Miller (2005:24) “the most widely known of these models are: the bottom-up model, the top-down model, and the interactive model.”

In the bottom-up model listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses, and sentences. Finally, individual sentences combine to create ideas and concepts and relationships between them. (Shannon and Weaver, 1949) as cited in Flowerdew and Miller, (2005).

Top-down models emphasize the use of previous knowledge in processing a text rather than relying upon the individual sounds and words. “In applying prior contextual knowledge to utterance interpretation, listeners use pre-established patterns of knowledge and discourse structure stored in memory”. These pre-established patterns, or “structures of expectation,” as Tannen (1979), quoted in Flowerdew and Miller (2005:26) refers to them, have been conceived of in a number of ways. Terms used include schema, frame, script, and scenario, although schema is often used as a cover term.

The last model that they specified is the interactive model, if listening involves both bottom-up and top-down processing, it follows that some sort of model that synthesizes these two models is required. This we have in the so-called interactive model (Flowerdew and Miller,2005).

2.6 Types of listening

Different scholars classify listening considering the cognitive process, listening purposes,listening contexts, the cognitive process types of input and the kinds of the listening activities. Nation and Newton (2009) distinguish two broad types of listening: One-way listening:typically associated with the transfer of information (transactional listening). Two-way listening: typically associated with maintaining social relations (interactional listening).

Rost (1990)identifies four types of listening from pedagogical perspective: global listening, selective listening, intensive listening and interactive listening. Taye (2008:19) summarizes each

feature as follows. “Global listening” refers to an activity type given for learners to help them develop the skill to get the overall impression of what they heard. Whereas “selective listening” refers to providing learners with activities that enable them to develop the ability to select specific information from the listening texts. “Intensive listening”, on the other hand, indicates an activity type given to learners not only to help them understand the text but also to develop their ability to evaluate the text. The last one, “interactive listening” refers to a kind of activity given to learners with the aim of helping them to develop an ability to identify differences in cultural styles and their impact on listener feedback. Such skills will help learners to be effective in collaborative discourse”.

Anderson and Lynch (19884), on the other hand, divide listening into two namely: Reciprocal listening: Which provides opportunity to interact and negotiate meaning. Non-reciprocal listening: in which information is transferred (gained) from one source.

Rixon (1986) identifies listening types as extensive and intensive. Extensive listening can be described as listening for pleasure. According to the writer in this type of listening a listener follows the content of the speech in a relaxed way without concentrating on every word or sentence with the intention of getting the overall impression of what is said. Intensive listening, on the other hand, refers listening to something in order to have critical understanding of what is said. The aim here goes beyond extracting meaning from the message it also involves evaluating, analyzing, judging etc.

Jennerich (2005) by quoting the works of Penney Ur also identifies listening type as: Inactive listening – it is simply being present when someone is speaking, but not absorbing what is being said. Selective listening – it is hearing what you want to hear or expect to hear instead of what is being said. Scanning a material or listening text for specific purpose without complete understanding. Active listening – it is hearing what is said, concentrating on the message and absorbing it. Reflective listening – involving actively in the listening, interpreting what is being said and how it is being said.

2.7 Listening Techniques

There are many different listening techniques available to use in the classroom. Brown (1990:147) says that “In normal life we have reasons for listening, and interests and

purposes which our listening serves.” If people listen with a purpose in mind they are more interested in what is going to be said. When we teach listening skills, it is essential that we identify the technique that suits the specific communicative purpose. In this section techniques such as listening for: general information (skimming); specific information (scanning); taking notes; imitation or reproduction, and to infer opinion and attitude will be discussed.

Skimming (Listening for General Information)

Most of the time listeners pay attention to what is being said with the purpose of getting general information. They listen to get a general idea of the main points given. The listener must be able to listen solely to what is fundamental and to discard what is detailed. The ability to get the general picture from spoken language is often more difficult than from written language (Harmer, 1983).

Scanning (Listening for Specific Information)

When the listener is listening for specific information, he/she must discern the important details to be remembered. This means that the listener does not pay overall attention to the whole text but to specific aspects he is interested in. Harmer (1983: 181) states that: “The ability or skill of listening to extract specific information is as important for listening as it is for reading” This may take place inside or outside the classroom. Inside the classroom the teacher’s goal is to simulate a real-life listening to make student become a competent listener in real-life situations.

Listening for Taking Notes

Taking notes is another reason for why we listen. When listening to take notes, the listener is not expected to write down long sentences but the most important words. They are called content words and can be nouns, verbs, adjectives or adverbs. For good note taking it is necessary to listen well. The purpose of taking notes during a lecture, for example, helps the listener to concentrate on what is being said and if he/she is concentrated, he/she is able to select the words he/she needs to write down. According to James et al. (1979) the general principle in note-taking is to reduce the language by shortening words and sentences. Undoubtedly by shortening words and sentences it is possible to take notes in an efficient way.

Listening for Imitation or Reproduction

When we listen to something we want to imitate what has been said as correctly as possible, then we have to listen very carefully. The listener must be efficient in listening skills to help him/her to repeat exactly words or sentences that he/she hears.

Listening to Infer Opinion and Attitude

Sometimes a listener has to listen to a passage and be able to express a speaker's opinion or attitude. This becomes difficult when the opinion or attitude is not directly stated. It is necessary that the listener has a lot of experience to help him/her gauge whether the speaker approves or disapproves. The listener must pay attention to the speaker's clues. Interpreting clues is not always easy and therefore this technique is not recommended for first cycle but for third cycle students. Harmer (1993: 196) states that: "The ability to recognize a speaker's attitude and opinion is of a high level skill and involves the listener's understanding of the speaker's register as well as of function he is performing."

Summary:

These techniques are but a few that can be used to practice listening. Teachers should pay close attention to suggested grade level for each activity, if not students will only become frustrated when they cannot complete the activity. Be creative and prepare students well before the activity starts. Make sure that all necessary equipment is in good functioning order. Time management is important! Pre-test each activity to know approximately how much time is needed. In case of any doubts always over-estimate your time.

2.8 Tasks for Listening Class

Task is an activity which requires learners to use language which emphasis on meaning and to attain an objective (Gate et al. 2001).

According to Nunan (1989), task is a piece of classroom work which involves learners in comprehending, producing or interacting in the target language while their attention is principally focus on meaning rather than form.

In task based listening students are asked to listen to what are described as authentic situation and to do something with the information. This may be completing a diagram or chart, filling in table, or drawing a picture, sequencing information (Flowerdew and Miller, 2005).

2. 9 Factors that Affect Teaching Listening Skill

Listening is not easy and there are a number of obstacles that stand in the way of effective listening. Listening is not just about hearing a message. It requires people to pay attention to a message and process the information it conveys. However, when people intend to actively listen to a message, certain barriers often prevent them from paying close attention. In any situation, barriers hinder effective communication which is base for language learning/ teaching.

The potential factors in teaching listening emanate from : physical setting, the resources, teacher factor, and the listener, (Yangang, 1994 and Rubin, 1994).

Classroom environment: This Problems arise when the classroom environment is inappropriate and/or the room's acoustics are bad. The class will only be successful if there are good conditions inside and outside of the classroom. It is difficult to teach listening in a noisy environment. The noise inside the classroom normally happens when the teacher can not control the class. Listening activities are hard to understand if the sound is not good. In most Ethiopian schools the classes are normally large, so it is imperative for the teacher to be creative in adapting the classroom environment to his/her needs. This can be done by sensitizing students for the activity, giving activities that may involve everybody, setting group work and raising the volume of the sound. Other times the classroom environment is affected by the external noise from students in the hallways, wind, cars or factories. In this case the teacher can close the front windows or move to a room where there is less noise.

Equipment : The lack of appropriate listening equipment like: tape recorders, cassettes, CD players, television, films and radio compounds the problem of providing students with an authentic listening experience. Such a problem has a negative impact on how well we teach. Further, when equipment is available it often does not work well. For example, the sound system does not have a good sound for the classroom size, there is an electricity problem or the tape itself unravels. In order to have good listening classes we need adequate audio equipment. According to Yagang (1993: 17) “Unclear sounds resulting from poor-quality equipment can interfere with the listener's comprehension.” When the school does not supply the equipment

teachers find themselves in the position of buying or bringing them from home. If he/she selects a dialogue or a poem to be taught, he/she can use his/her own voice as a resource. If the selected activity is a song, he/she can use his/her voice to sing it, but it is necessary that he/she invites someone who can play an acoustic guitar. So, the sound of the guitar may get the students interested in the teacher singing. Survey results showed that students like to listen to music in the class. Celce-Murcia and Hilles (1988:116) demonstrate that “It has been our experience that songs and poetry in the ESL classroom can revive our love and respect for English and can bring to mind again the joy and exquisite beauty of the language we have chosen to teach. ” The teacher also must have loud voice that can be heard throughout the classroom. Because energy can be cut without warning, teacher must always be prepared with a supply of batteries.

Student’s Motivation and Interest: This is the other factors that can negatively affect a listening class. If we want to develop listening and speaking that are complementary skills, it is incumbent on teachers to develop motivation and interest in the students. These two elements are determinant and they seem to have a strong influence in the success or failure in language learning. There is a close relationship between motivation and interest. Motivation is something that encourages the student to achieve a certain goal and interest is the desire the student has to give attention to something. Motivation and interest are important in language learning and when student is learning listening comprehension he/she must be stimulated. Ur (1984:27) says that:“...we must try to avoid boring or over-theoretical subjects, using as far as possible ones we think our students may be interested in, that seem of practical relevance, that may arouse or stimulate them.” Often the student is not motivated because the topic is irrelevant; the activity is not appropriate to the student’s level; or the content of the class is not related to student’s reality. When any of these constraints occurs the student may not feel interested, i.e., he/she may not pay attention to the class and consequently, he/she will not participate in class. According to Byrne(1988:15) “...sometimes the length of time we are required to listen for, without participating, may cause memory problems or even fatigue, so that in the end we simply no longer listen with understanding. ”

Therefore a teacher who wants the student to be motivated and interested in a listening class should select activities that are attractive, give him/her a purpose for listening, and chose topics according to his/her school level and reality. All of this is interesting to the student and positive

to the teacher too. Rixon (1986:74) points out that: “Using interesting passages and doing the right sort of exercises in a coherent sequence are essential to a successful lesson....”

Teacher’s Capacity and Level of Confidence: The teacher’s capacity and level of confidence are of great importance as well when giving a listening class. A teacher should be able to sufficiently dominate what he/she has to teach and have a certain level of self-confidence to perform the class. There are teachers who do not have enough capacity to teach listening skills and this implies a low level of selfconfidence on their part. Most of the time this problem exists because the teacher is not trained, or the training is not adequate to the level taught, or, even, he/she does not have enough practice in teaching this type of skills. If teachers do not have the required abilities to conduct the class, it will be frustrating for him/her. In order to prevent this it is necessary that the teacher prepares him/herself in advance by studying each aspect of the lesson conveniently, asking for the help of colleagues, suggesting model classes during coordination meetings, and applying for training to teach all school levels. All of these suggestions may contribute to raise his/her level of confidence. Since teachers know that these problems exist, it is our duty to work toward their solution. But the solution will depend a lot on the listening skills materials.

2.10 Strategies to Overcome Listening skills Problems

To overcome students’ listening problems, the teachers have to discover effective listening strategies for the students. Hamouda (2013) explains that the teachers at least can provide the students with suitable listening materials, background and linguistic knowledge, enabling skills, pleasant classroom conditions, and useful exercises for the students. Here are a few helpful ideas:

1. Adapting and improving listening materials

It is obvious that students differ in their learning styles and ability, therefore, teachers should adopt and adapt listening materials that match their students’ interest and background since the listening materials only become stimulating and motivating them when they are slightly challenging to what they have already known and suit their interest.

2. Activating students’ vocabulary

Since lack of vocabulary becomes a great obstacle to the students in listening comprehension, it is necessary for teachers to equip students with certain key words needed in listening material. It can be better to activate students' vocabulary by asking them to guess the meaning of words used in the listening context before explaining the meaning to them, since whenever students are able to relate what they have already known to what they are supposed to listen for, they are likely to listen better or more effectively.

3. Using different kinds of input

The teacher should also provide students with different kinds of input, such as lectures, radio news, films, television plays, announcements, everyday conversation, interviews, storytelling, English songs, and so on.

4. Using visual aids

Teacher exploit visual aids or draw pictures and diagrams related to the listening topics to aid students to guess and imagine actively. Visual aids draw learners' attentions, increase their motivation on the topic and help them relate to content of the spoken text, thus listener overcome difficulties such as unknown words, minimal pairs of words.

5. Pronunciation

Speakers' pronunciation is also a problem for the students in comprehending listening material. So, teachers need to help students expose themselves and get familiar with precise pronunciation of native speakers. By doing that the students' pronunciation capacity is much more improved, which will help students find listening to native speakers effective and efficient. Many teachers suppose that students' accurate pronunciation is of great help for them in listening acquisition. They also believe that one of the ultimate results of listening acquisition is to train students to produce accurate pronunciation.

6. Connected speech

Connected speech is characterized by weak forms, contractions, elision, and assimilation (Anne Anderson & Tony Lynch, 1988), which are considered the big obstacle for beginning EFL learners in spoken English acquisition. Thus, the task of teachers is to inform their students

about these distinctive features of spoken language at any time convenient so that the students do not feel stressful and surprised when they listen to authentic listening materials.

7. Activating or building students' prior topical and linguistic knowledge

Activate the schemata by encouraging the learners to think about and discuss what they already know about the content of the listening text. Teachers can also provide the background needed for them to understand the text, and it can help them focus attention on what to listen for. Consequently, students begin to predict what they might hear and make connections with what they already know, increasing the relevance of the information.

8. Arousing interest and motivating students to attend to the spoken message.

Students will be more willing to listen actively to what the speaker says if they are able to relate the listening experience to their own lives. Besides, teachers can create an environment conducive to listening and encourage effective listening behaviors that are necessary lifelong skills.

9. Encouraging prediction

This technique can be employed in the pre-listening stages. Students are asked to predict what the text is about or what the speaker is going to say next. In order to encourage students to imagine and predict what they are going to hear, the teacher may tell something about the topic of the listening text or something about the speaker(s). Besides, students can be asked to predict the grammar structures that are likely to be used in the listening text or make a list of words, phrases that relate to the topic and may appear in the listening text. By this way, they can familiarize students with key concepts and vocabulary before listening to spoken text. When students have certain vocabulary in mind, they will be more self-confident and thus ready to listen effectively.

10. Using slow rate of speech

It has been a common belief in L2/ EFL teaching that a slower rate of speech would facilitate listening comprehension. Lecturers need to be advised to slow their speech rate down to a level that suits their students.

11. Providing and trying to gain as much feedback as possible

During the course, the teacher should fill the gap between inputs and students' reply and between the teacher's feedback and students' reaction so as to make listening purposeful. This not only promotes error correction but gives encouragements as well. It can aid students to heighten their confidence in their ability to tackle listening problems. Students' feedback can assist the teacher to judge where the class is going and how it should be instructed.

12. Improving the learning environment of listening skill

Learning environment for listening skill, which is listening laboratory besides cassettes tapes, tape recorders and written listening texts, is a vital key affecting the quality of both learning and teaching listening skill. Students argue that it still lacks well-equipped listening laboratory; consequently, the students find hard and challenging to concentrate while listening. It is, therefore, essential to upgrade the recent laboratory so that all of the students have equal and much chance to study listening skill in such a motivating environment for improving their listening skills.

2.11 Effective Listening Practice in the Classroom

Effective teachers provide varied meaningful practice to ensure students mastery and transfer of skill to other meaningful situations (Villaume & Brabham, 2003). Effective practice is characterized by varying degrees of teachers- student interaction. In this process, the teacher act as mediator (Rupley & Blair, 1987)

The practices of teaching are of the utmost important for struggling students when considering the students' opportunity to learn. Such activities are best designed around three areas of classroom activities: Planning for practice, delivering effective practice and evaluating the effectiveness of practice (Rupley and Blair, 1987).

When planning for practice teachers should ask the following:

- Is the intended practice related to the students need?
- Is the level of material appropriate and is the material interesting?
- Is the content of the practice within the students' experience
- Are different ways of practice provided to meet students need and maintain their interest?

- Are direction and examples provided to students to ensure understanding?

When delivering practice teachers should ask:

- Are several exercises completed with the students before they work on their own?
- How do the students' progresses during practice session be monitored?
- Do individual students know how to get help if she/ he is working with another?
- What will students do if they finish an activity early?
- Do students understand how to practice activities relates to reading in meaningful situation?

When evaluating the effectiveness of practice teachers should ask:

- Did the practice accomplish its goal?
- What is the students' pattern of correct and incorrect responses?
- How does the result of this practice session modify to next practice activity?

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

The aim of this chapter is to present discussion concerning the research design, the samples and the sampling techniques and the data collection methods used. It also presents the data collection procedures and the data analysis method used in the study.

3.1 Research Design

The purpose of this study was to assess grade 11 teachers' and students' practice and challenges in teaching and learning of listening skills in three Secondary Schools in Mana Woreda. The study employed a descriptive survey design to collect, process, analyze and present the data. Thus, a descriptive survey design which involves observing and describing the behavior of a subject without influencing in any way was used. This design was selected because it is useful to show situations as they exist (Gray, 2000).

3.2 Setting, Population and Sampling Techniques

3.2.1 Setting:

The setting for this investigation was three secondary Schools found in Mana Woreda, one of the woreda in Jimma Zone, Oromia Region, which is located at distance of 20 km far away from Jimma town and 350 km away from Addis Ababa, the capital of Ethiopia.

3.2.2 The Target Population

Kombo and Tromp (2002) define target population as a group of individuals, objects or items from which samples are taken for measurement. Accordingly, the population of this study was all grade 11 English teachers and students from the three selected schools (Yebu Secondary School, Geruke Jimate Secondary School and Yebu Secondary School number 2). There were 997 grade 11 students in the three schools in 2021 G.C. (497 students in Yebu Secondary School, 160 in Geruke Jimate and 340 in Yebu Secondary School number 2), So these students were the population of the study. Teachers were considered as rich sources of data, there were 6 grade 11 English teachers in the three schools so all grade 11 English teachers from the three schools were the population of the study.

3.2.3 Sample Size and Sampling Technique

To select the sample size for this study, three sampling techniques were employed (comprehensive sampling, systematic random sampling technique and purposive sampling). The

three schools were selected from the six secondary schools found in Mana Woreda purposively based on the feasibility to the study and the familiarity to the researcher to have access of information. Based on this, the researcher believed that the sample size of three secondary schools would be representative enough to draw sound generalizations at the end of the study. Since it is difficult to take all the population due to limited resource, the setting and the samples were delimited accordingly. Thus, the secondary schools selected as a sample encompass the population in Yebu Secondary School, Geruke Jimate Secondary School and Yebu Secondary School number 2.

In relation to teachers, all grade 11 English teachers in the three schools (two teachers from Yebu Secondary School, two teachers from Geruke Jimate Secondary School and two teachers from Yebu Secondary School number 2, totally 6 English teachers) were taken as a sample of the study using comprehensive sampling.

In relation to students, 150 (15%) students were selected from those schools employing systematic sampling technique. Hence, students list from home room teachers was taken and the interval was known by the formula $k = N/n$ where N stands for study population, n stands for sample size which was (15% of the total population), k stands for interval. For example the sample from Yebu Secondary School number 2 was $340/51 = 7$. In order to get the first interval to start the researcher used lottery method for the first 7 students and as a matter of chance number 1 become the first student to be selected. It was like 1,8,16 and etc. then the 7th interval was sample of the study up to the needed sample required reach. This formula was used in similar way for the other two schools. Generally, 150 students (15%) were the sample for the study (i.e.51 students from Yebu Secondary School number 2, 75 from Yebu Secondary School and 24 from Geruke Jimate Secondary School)

3.3 Data Gathering Tools

Multiple sources of information are required because no single source of information can be trusted to provide a comprehensive perspective (Patton, 1990). The study employed qualitative and quantitative data collection tools. So, the relevant data were collected through different instruments, such as, observation, questionnaire and interviews. This triangulation (the using of different tools) provides ample opportunity for the researcher to get appropriate finding as a result of cross checking. The data gathering tools were designed based on what scholars in ELT

suggested. Each tool was commented by experienced teachers and the researcher's advisors. Their comment helped the researcher to make the necessary revision.

3.3.1 Questionnaire

Students' questionnaire was one data collecting instruments in this study. This is because the researcher believed that questionnaire can give him greater flexibility to investigate the topic in depth by involving many students in the research. In this regard, Dorney (2007) states that the popularity of questionnaires is due to the fact that they are extremely versatile and capable of gathering a large amount of information quickly in a form that is readily accessible. In addition, it was selected as one of the tools because it is used to collect large amount information from people in a short period and in a relatively cost effective way; the result is quickly and easily quantified and the data can be analyzed more scientifically and objectively than the other forms.

The questionnaire was designed by the researcher after a review of literature (Rupley & Bliar ,1987; Boyle, 1984; Yangang and Rubin,1994) and International Journal for Academic Research in Progressive Education and Development). The students' questionnaire has two sections. The first part of the questionnaire deal with listening activities, tasks, learning strategies and tools for listening. All the questions were answered using the 5 point Rikert scale such as never, rarely, sometimes, often, and always. The second section of students' questionnaire deal about challenges to listening skills, evaluating listening and students self-rated proficiency level.

3.3.2 Classroom Observations

Classroom observation gives the researcher the opportunity of getting in depth understanding of the phenomena, and obtaining firsthand information on the area of study (Neergard&Ulhoi, 2007). Also it is a systematic, purposeful, and selective way of watching and listening to an interactive phenomenon as it occurs (Kumar, 2005). So classroom observation was conducted in order to check teachers'actual teaching of listening skills and students participation based on the principles that it was to be implemented during teaching and learning process in English classroom. Beside this the observation is held to triangulate the information obtained from teachers' interview and students' questionnaire. The six English teachers were observed (two teachers from yebu Secondary School, two teachers from Geruke Jimate Secondary School and two from Yebu Secondary School number 2). The researcher set checklist to observe the actual practice of teaching and learning of listening skills. The observations were held in the

threeschools, each teacher was observed two times, totally twelve classroom observations were held. The observations were conducted during the regular class while the teachers were teaching listening lesson. A classroom observation check list which consists of 12 items is designed based on Rupley and Blair (1987) Effective Teaching Practice. Most of the items are designed around the three area of effective listening practice namely planning for practice, delivering effective practice and evaluating the effectiveness of the practice.

3.3.3 Interview

Teachers' interview was another data collecting instrument in this study. It is believed that, better evidence could be obtained if teachers were invited to tell the researcher in a face to face communication about their actual practices and challenges in teaching and learning listening skills. To get further information the researcher employed semi-structured interview. Denscombe (2007) suggests that with semi-structured interview, the interviewer is prepared to be flexible in terms of the order in which the topics are considered, and perhaps more significantly to let the interviewee develop ideas and speak more widely on the issue raised by the researcher. The researcher used tape recorder while conducting the interview with the 6 English teachers. It is clear that interview can provide in-depth data that is not possible with questionnaire. The purpose of this interview was to gather data about teachers listening practice and to triangulate the information obtained from the other sources. The interview section had 11 open ended items concerning on teachers' practice and challenges teachers and students encountered during listening lesson.

3.4 Data Gathering Procedures

Regarding data gathering procedures, the researcher followed a series of steps in the study. The tools were commented by the researcher's advisors prior to the administering to the respondents. After ensuring the appropriateness of the tools, permission to conduct the study was obtained from the school's directors. Then the researcher made discussion with sample teachers and students regarding the purpose of study. Generally, the data for this study was collected as follows:

Firstly, data was gathered through students' questionnaire. For this purpose the designed questionnaires were distributed to the respondents, and data was collected. Each student spent

around 40 minutes to complete the questionnaire. For the purpose of clarity the researcher gave oral guidance to the students.

Secondly, Classroom observation was done to see the actual teaching learning practice of listening skills in the classroom. The classroom observation was conducted using classroom observation check list adopted from (Rupley and Blair,1987). The researcher observed the six teachers two times (each teacher observed two times) while they were teaching listening skills.During the observation process the researcher ticked out the designed activities in the check list and took important notes about the teaching learning process of listening.

Finally, the researcher conducted interview with English teachers.All data collection processes were done according to the schedule on the time table.

3.5 Data Analysis Procedures

Both quantitative and qualitative methods of data analysis were employed in order to answer the research questions and to attain the objectives. The quantitative data collected, coded, tabulated, analyzed, described, and interpreted in a manner that supports findings obtained from the study. The data was sorted and organized according to their similarities and categories. First the researcher organized the data collected through interview, questionnaire and classroom observations in the form of notes. Next the data was analyzed carefully and critically. Then responses of the teachers and students were grouped according to the research questions. After that similar ideas were put together according to thematic category. Finally, mapping and interpreting the data was used to draw conclusions by comparing the data with views of scholars. Generally, the data gathered through questionnaires were tabulated in terms of frequency percentage and mean value (to compute the proportionality of individual response of the items). Next to that, data gathered through semi-structured interview and classroom observation were analyzed by using qualitative method with textual/thematic analysis. Descriptive statistics was used to report facts beside statistical analysis. Finally, conclusions and recommendations were made based on the findings.

3.6 Ways of Realizing Validity and Reliability of Instruments

In order to maintain, the reliability and validity of the tools, a pilot study was conducted. The tools were piloted on twenty students and two teachers. The procedure of the pilot study lasted for three days. It was found out that most students provided irrelevant information to open ended

item and some of students totally rejected some open ended items. Based on the result of the pilot study, the researcher decided to discard all the open ended items and also made modification on some close ended items.

In addition to this, to see the validity of the tools, the researcher employed expertise comments. Thus, the tools were given to the researcher's advisors for professional judgments. And then they suggested on some items to modify and some additional items to add. Accordingly, the researcher accepted their suggestions and made some modifications and rejected some vague items. Beside this the validity is checked by comparing the present result with scholars view.

In order to check the reliability of the instrument the researcher employed Crombach's alpha for the pilot study. Accordingly, the result was 0.745 which implies acceptable internal consistency coefficient. This indicates that the questionnaire was reliable for the actual research.

3.7 Ethical Consideration:

This study looked into considering all ethical issues. The privacy of the research participant was protected and they would be assumed that no risk or harm would happen as a result of their participation in the study. The research was conducted according to Jimma university's rules, Policies and codes in relation to research ethics. During this research, keeping the participants' identities, anonymous and their view was confidential. Informing participants about the overall purpose of the research and requesting their genuine consent was the researcher's responsibility. Also information taken from different sources was paraphrased, summarized and cited ethically.

CHAPTER FOUR: Data Presentation, Analysis and Interpretation

Introduction

This chapter deals with information about the analysis and interpretation of the data collected through students' questionnaire, classroom observation and teachers' interview. Each set of questions were analyzed separately, but some were analyzed by bringing them together based on their similarity of theme. Generally, the result obtained from the analysis of questionnaire, classroom observation and interview presented in three sections in this chapter. In the first section analysis of the students' questionnaire is presented. In the second section analysis of classroom observation is presented. In the third section analysis teachers' interview is presented. Finally, short discussion is made based on the three basic research questions.

4.1: Presentation and Analysis of Students' Questionnaire Data

The purpose of the students' questionnaire is to collect data from students about students' practices and challenges in teaching and learning listening skills. The results of the analysis are presented as follows.

1. Pre listening activities

Student respondents were asked to rate how often the activities addressed in each item occur by making indication on one of the given five rating scales (1, 2, 3, 4, and 5) which are put in the frequency column in the questionnaire and the result is displayed in the following table.

Key: 1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always

Table.4.1 the implementation of pre listening activities

No.	2. Students' activities	Frequency of current practice										Total		Mean
		1		2		3		4		5		No.	%	
		No	%	No	%	No	%	No	%	No	%			
1.1	Predicting the lesson	22	14.66	47	31.33	63	42	12	8	6	4	150	100	2.55
1.2	Setting purpose for the listening lesson	87	58	19	12.66	38	25.33	6	4	-	-	150	100	1.75
1.3	Learning the target culture	39	26	50	33.33	57	37	4	2.66	-	-	150	100	2.17
1.4	Learning key	5	3.3	20	13.33	60	40	45	30	20	13.	150	100	3.36

	words		3								33			
1.5	Brainstorming idea	51	34	42	28	45	30	12	8	-	-	150	100	2.12
1.6	Looking at pictures and diagrams	65	43.33	59	39.33	20	13.33	6	4	-	-	150	100	1.78

According to Ur (1984), listening to a text require listeners prediction and inference. So listener should get a chance predict what they are going to listen. As can be seen from the statistical data in the table above,6 (4%) and 12 (8%) of participants chose always and often to this item. A large numbers of participants, 63(42%) and 47 (31.33%), answered sometimes and rarely respectively. The rest 22 (14.66%) of them answered as they never attempt to predict the lesson they are going to listen. Based on the finding the large number of sometimes , rarely and never response shows that prediction as a pre listening activity is a neglected area of listening activity by grade 11 students.

According to Lindsay and Knight (2006) as cited in Taye (2008), teachers should make sure that students understand why they are doing a certain activities and learners should know about why they are going to listen to a certain text. Concerning on setting goal for listening, Table 4.1 indicates 6 (4%) of participants responded that they often set goal for listening lesson. 38 (25.33%) and 19 (12.66%) of them answered as they perform it sometimes and rarely respectively. A large number of participants 87 (58%) agreed that they never perform it. An interesting finding is that none of participants answered always response to this item. The absence of always response and a large number of never response implied that setting goal as a pre listening activity is a neglected pre listening activity by grade 11 students. The mean value (1.75) also demonstrates that this activity is less encouraged by the students and teachers.

Concerning on students trial in learning the target culture, the data in Table 4.1 indicate 57(38%) and 50 (33.33%) of students learned the target culture sometimes and rarely respectively. The rest 39 (26%) of participants never did it. There were a few students, 4 (2.66%), who performed it often. The mean value for this activity is 2.17 which is almost equal to the value of rarely (2). Based on this finding students' role in learning the target culture seems lower than expected.

The data in Table 4.1 also revealed that 20 (13.33%) of students always learned key words. 45 (30%) and 60 (40%) of them performed it often and sometimes respectively. Besides this 20 (13.33%) of them rarely performed it. The remaining 5 (3.33%) of participants answered they never perform it. The mean value for this activity is 3.36 which is greater than the value of sometimes (3). The finding seems to reflect that grade 11 students trial in learning key words as a pre listening activity was good.

Regarding students' practice in brainstorming idea about what they are going to listen, Table 4.1 indicates 45 (30%) of students sometimes brainstorm idea about what they are going to listen; 51(34%) and 42 (28%) of participants chose never and rarely respectively. The remaining 12(8%) of them agreed as they often attempt to brainstorm idea. For this item none of the participants answered as if they perform it always. The large number of sometimes and rarely response implied that brainstorming idea as a pre listening activity is not effectively performed by the students.

As indicated in Table 4.1, 6(4%) and 20 (13.33%) of participants agreed they often and sometimes looked at pictures or diagrams in listening practice. 59 (39.33%) of participants looked at pictures and diagrams rarely. Near to half of participants, 65 (43.33%), never looked at pictures or diagrams. The mean score for this activity is 1.78 which is less than the value of rarely. This finding clearly shows that using pictures and diagrams is a neglected pre listening activity by grade 11 students.

2, while listening activities

Table 4.2 the implementation of while listening activities

No.	2. Students' activities	Frequency of current practice										Total		Mean
		1		2		3		4		5		No.	%	
		No	%	No	%	No	%	No	%	No	%			
2.1	Taking note	27	18	51	34	45	30	18	12	9	6	150	100	2.54
2.2	Guessing the meaning of unknown words	27	18	18	12	60	40	39	26	6	4	150	100	2.86
2.3	Doing gap filling activities	-	-	24	16	42	28	48	32	36	24	150	100	3.64
2.4	Doing	78	52	24	16	26	17.	12	8	10	6.6	150	100	2.01

	comprehension question						33				6			
2.5	Listening to the listening text	-	-	9	6	27	18	33	22	81	54	150	100	4.24
2.6	Listening to the listening text more than once	15	10	40	26.66	74	49.33	9	6	12	8	150	100	2.75
2.7	Translating what they hear	6	4	39	26	43	28.66	57	38	5	3.3	150	100	3.10
2.8	Listening to the main idea	22	14.66	36	24	51	34	41	27.33	-	-	150	100	2.74
2.9	Listening to the specific information	6	4	27	18	39	26	69	46	9	6	150	100	3.32

Key: 1 never, 2 rarely, 3 sometimes, 4 often, 5 always

As illustrated in the above table (Table 4.2), 18 (12%) of participants often took note while they listen. 45 (30%) and 51 (34%) of participants sometimes and rarely took note during listening respectively. Only 9 (6%) of them always took note while they listen. The remaining 27 (18%) of them never took note during listening. This finding shows that the majority of grade 11 students in these schools were not effective in taking note while they listen. The mean value for the item which is 2.54 also shows students sometimes engage to this activity.

In line with guessing the meaning of unknown words, the data in Table 4.2 shows 39 (26%) and 60 (40%) of them tried to guess new words while they listen often and sometimes respectively. Whereas 18 (12%) and 27 (18 %) of them did it rarely and never respectively. The remaining 6(4%) of participants commented as they always guess new words during listening. The mean value for this item is 2.86. The participants response to this item shows that grade 11 students in these secondary schools sometimes apply guessing new word as a while listening activity.

Regarding students' practice in gap filling activities 36 (24%) and 48 (32%) of participants agreed that they always and often do such activities respectively. On the other hand, 42 (28%) and 24(16%) of participants performed it sometimes and rarely respectively. The mean value of this item is 3.64. Based on this finding we can conclude that grade 11 students in these schools emphasis gap filling activity as a while listening activity.

In line with students' practice in doing comprehension question the statistical data in the table above show that 10 (6.6%) and 12 (8%) of participants always and often performed such kind of

questions. On the other hand, 26 (17.33%) and 24 (16%) of them did comprehension question sometimes and rarely respectively. More than half of participants, 78 (52%), agreed that they never do comprehension question while they listen. The large number of rarely and never response to this item clearly suggests that the participants were not effectively engaged in doing comprehension questions while they listen. The mean value for this activity is 2.01 which make it the least frequently practiced while listening activity among the mentioned activities.

Regarding students' practice in listening to the listening text, the data in Table 4.2 revealed that 81(54%) and 33(22%) of participants listened to text always and often respectively. 27(18%) and 9 (6 %) of them did it sometimes and rarely. Based on this finding the large number of always and often shows that the Students are good in performing this activity during listening.

As indicated in Table 4.2, 9 (6%) and 12 (8%) of them agreed as they often and always listen to the listening text more than once. On the other hand, a large number of participants, 74(49.33%) and 40(26.66%), tended to listen to the text more than once sometimes and rarely respectively. The remaining 15(10%) of them never did it. The large number of sometimes, rarely and never response to this item suggests students do not get a chance to listen a listening text more than once. However, Ur (1984) argues that learners should be exposed to the recording more than once in order to understand the discourse.

The above table indicates 5 (3.3%) and 57 (38%) of the respondents tended to translate what they hear always and often respectively. On the other hand, 43 (28.66%) and 39 (26%) of the respondents translated what they hear during listening sometimes and rarely respectively. The remaining 6 (4%) participants agreed as they never translate what they hear as a while listening activity. The mean value to this item is 3.1. Generally, the finding show that grade 11 students sometimes use this technique in while listening phase.

Regarding listening for the main idea 41 (27.33 %) of participants often apply this technique in practicing listening. On the other hand, 51 (34%), 36 (24%) and 22 (14.66%) of them showed as they perform it sometimes, rarely and never respectively. The mean value for this item is 2.74 which is a little less than the value assigned to sometimes. The finding to this item implies grade 11 students in Mana Woreda sometimes listen for the main idea in practicing listening skills.

As it can be seen from the above table, almost near to half of participants, 69 (46%), agreed that they often apply listening for specific information in practicing listening. On the other hand, 39 (26%) of them agreed as they sometimes apply this technique. A small number of participants which is 27 (18 %) and 9 (6%) remarked rarely and always respectively. However, there were 6 (4%) of students who never applied listening for specific information in the while listening phase. The mean score for this activity is 3.32 which is a little greater than the value assigned for sometimes. Based on this finding grade 11 students in Mana Woreda sometimes apply listening for specific information in dealing with listening practice.

3, Post listening activities

Table 4.3 the implementation of post listening activities

No.	3. Students' activities and behavior to be checked	Frequency of current practice										Total		Mean
		1		2		3		4		5		No.	%	
		No.	%	No.	%	No	%	No	%	No	%			
3.1	Doing follow up exercise	4	2.66	20	13.33	56	37.33	60	40	10	6.66	150	100	3.34
3.2	Extending the listening skills to other skill	9	6	33	22	48	32	54	36	6	4	150	100	3.1
3.3	Relating the listening skills with what they had before	27	18	69	46	54	36	-	-	-	-	150	100	2.18
3.4	Summarizing the lesson	12	8	27	18	36	24	75	50	-	-	150	100	3.16
3.5	Imitating sounds	42	28	90	60	18	12	-	-	-	-	150	100	1.84
3.6	Taking feedback	63	42	45	30	42	28	-	-	-	-	150	100	1.86

Key: 1 never, 2 rarely, 3 sometimes, 4 often, 5 always

As seen from the data in Table 4.3, 10(6.66%) and 60 (40%) of students did follow up exercise always and often respectively. On the other hand, 56 (37.33) and 20 (13.33%) of them did follow up exercise sometimes and rarely respectively. The rest 4 (2.66%) students never did follow up exercise at the post listening stage. The mean value for this item is 3.34 which is greater than the value of sometimes (3). So students' engagement in doing follow up exercise seems satisfactory.

Regarding students' practice in extending what they listen to other skill, 54 (36%) and 48 (32%) of students tended to extend what they listen to other skill often and sometimes respectively while 33 (22%) and 9 (6%) of them extend what they listened to other skill rarely and never respectively. There were a few students, 6 (4%), who performed it always. The mean for this item is 3.1 which is equal to the value assigned to sometimes.

Grade 11 students in these schools also show low performance in relating what they listen with what they had before. As it can be seen from Table 4.3, near to half of participants, 69 (46%), agreed as they rarely did it and 54 (36%) of them tried to relate what they listen with what they had before sometimes. The remaining 27 (18%) of participants never did it. For this item none of them answered always and often. The mean value to this post listening activity is 2.18. This implies that grade 11 students rarely relate what they listen with what they had before. Generally, this poor practice in relating what they listen with what students had before may arise from teachers' drawback to perform this in class. This may hinder the application of real life listening situation and activating background knowledge which leads to better understanding of the listening lesson.

Regarding students' practice in writing summary of what they listened, Table 4.3 indicates 75 (50%) of students often wrote a summary of what they listened; 36 (24%) and 27(18%) of participants sometimes and rarely did it respectively. The remaining 12(8%) of them never attempt to summarize what they listened. For this item none of the participants answered as if they perform it always. The mean value for this item is 3.16. This implies that grade 11 students sometimes write summary of what they listened in listening class. This shows that good application of summarizing as a post listening activity.

Regarding imitating sound, as it can be seen from the above table, (Table 4.3), 18 (12%) and 90 (60%) of participants imitate sounds sometimes and rarely respectively in practicing listening. The remaining 42 (28%) of them answered as they never imitate sound. There is no always and often response to this item. The mean value to this item is 1.84 which made it the least frequently practiced post listening activity by the students.

Concerning on taking feedback as a post listening activity Table 4.3 indicates 42 (28 %) of participants responded that they sometimes took feedback about what they listen. 45 (30 %) of them said that they rarely got feedback while 63 (42) % of them responded as they never got

feedback. It is interesting that none of them answered always and often for this item. The mean value for this post listening activity is 1.86, which is less than the value assigned to rarely. This finding shows teachers' actual role in giving feedback for students at the post listening stage is below expectation. However, scholars recommend that immediate feedback has to be given for students for hard work (Ur, 1984).

4, Tasks students employ in practicing listening

Table 4.4 tasks students employ in practicing listening

No.	4, Lists of listening tasks	Frequency of current practice										Total		Mean
		1		2		3		4		5		No.	%	
		No.	%	No.	%	No.	%	No.	%	No.	%	150	100	
4.1	Filling out diagrams/table/forms	36	24	19	12.6	38	25.33	37	24.6	20	13.3	150	100	2.90
4.2	Drawing pictures based on listening	22	14.66	47	31.33	63	42	12	8	6	4	150	100	2.55
4.3	Ordering and Sorting things	18	12	33	22	44	29.33	35	23.3	20	13.3	150	100	3.04
4.4	Problem solving tasks / puzzle	108	72	24	16	18	12	-	-	-	-	150	100	1.4

Average mean 2.47

Concerning filling out diagrams/forms and table as a listening task, 20 (13%) and 37 (24.6%) of participants responded that they always and often fill out table or forms in practicing listening. 38 (25.33%) and 19 (12.6%) of them answered that they perform such task sometimes and rarely respectively. The remaining 36 (24%) said they never perform it. The mean value for this item is 2.90 which is near to the value assigned to sometimes. Based on this finding we can judge that students engagement in filling out forms/diagrams or table as a listening task is average.

As can be seen from the statistical data displayed in the table above, 6 (4%) and 12 (8%) of participants always and often draw pictures based on listening. The remaining large numbers of participants 63 (42%) and 47 (31.33%) answered sometimes and rarely respectively. The rest 22 (14.66%) of them answered as they never attempt to draw picture based on listening lesson. Based on the finding, the large number of sometimes , rarely and never response to this item shows that drawing pictures based on listening text as a listening task is a neglected area of listening practice by grade 11 students.

Regarding students' practice in ordering and sorting information as a listening task, Table 4.4 shows that 20 (13.33%) and 35 (23, 3%) of students agreed that they perform it always and often respectively. On the other hand, 44 (29.33%) and 33 (22%) of participants agreed they sometimes and rarely engaged in ordering and sorting in practicing listening. The remaining 18 (12%) of participants agreed they never engaged in ordering or sorting tasks in practicing listening skills. The mean value to this task is 3.04 which is greater than the value assigned to sometimes. So we can judge that students are average in doing this task for listening practice.

According to the data in Table 4.4, most students confirmed their poor performance in performing problem solving tasks. This can be confirmed with 18 (12%) of respondents who stated that they sometimes do problem solving tasks in practicing listening. 24 (16%) of participants rarely engaged in problem solving tasks in practicing listening. The remaining 108 (72%) of agreed as they never perform. It is interesting that the mean value to this task is 1.4 which is less than the value assigned to rarely. Based on this finding it is possible to conclude that grade 11 students did not effectively engage in problem solving tasks to practice listening.

Generally, the average mean to the above mentioned listening tasks is 2.47 which is less than the value assigned to sometimes. This suggest that students' engagement in variety listening tasks is a neglected area of teaching learning practice in grade 11 in the three secondary schools.

5, learning strategies students apply in practicing listening

Table 4.5 learning strategies students apply in practicing listening

No.	5, List of learning strategies	Frequency of current practice										Total		Mean
		1		2		3		4		5		No.	%	
	5.1 Cognitive strategies	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
5.1.1	Translating what I hear	6	4	39	26	43	28.66	57	38	5	3.3	150	100	3.10
5.1.2	Listening to the listening text more than once	15	10	40	26.66	74	49.33	9	6	12	8	150	100	2.75
5.1.3	Taking note	27	18	51	34	45	30	18	12	9	6	150	100	2.54
5.1.4	Writing Summary	12	8	27	18	36	24	75	50	-	-	150	100	3.16
	5.2 Meta cognitive strategies:	Frequency of current practice										Total		Mean
		1		2		3		4		5		No.	%	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
5.2.1	Planning	12	8	42	28	45	30	31	20.66	20	13.3	150	100	3.02
5.2.2	Self-monitoring	48	32	27	18	51	34	24	16	-	-	150	100	2.34
5.2.3	Self-evaluating	48	32	33	22	54	36	15	10	-	-	150	100	2.24
	5.3 Social affective strategies:	Frequency of current practice										Total		Mean
		1		2		3		4		5		No.	%	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
5.3.1	Lowering anxiety	100	66.6	32	21.33	18	12	-	-	-	-	150	100	1.45
5.3.2	Self-encouraging	18	12	27	18	51	34	39	26	15	10	150	100	3.04
5.3.3	Relaxing	39	26	50	33.33	57	38	4	2.66	-	-	150	100	2.17

Average mean 2.58

5.1 Cognitive strategies

According to Goh (1998), language learners use cognitive strategies to help them process, store, and recall new information.

Concerning translating what they hear as a cognitive learning strategy of listening, the above table indicated that 5 (3.3%) and 57 (38%) of the respondents tended to translate what they hear always and often respectively. On the other hand, 43 (28.66%) and 39 (26%) of the respondents translate what they hear sometimes and rarely respectively. The remaining 6 (4%) participants indicated as they never try to translate what they hear. The mean value to this item is 3.10 which is equal to the value assigned to sometimes. The finding implies that students sometimes use this cognitive strategy in to listening practice.

Regarding listening the text more than once as a cognitive learning strategy of listening, as indicated in Table 4.5, 9 (6%) and 12 (8%) of them agreed as they often and always listen to the listening text more than once. On the other hand, a large number of participants, 74 (49.33%) and 40 (26.66%), tended to listen to the text more than once sometimes and rarely respectively. The remaining 15 (10%) of them never did it. The large number of sometimes, rarely and never response to this item suggests students do not frequently use this learning strategy for listening practice.

Regarding taking note of what they listened as a cognitive learning strategy of listening, as illustrated in the Table, 9 (6%) and 18 (12%) of participants always and often took note while they listen. 45 (30%) and 51 (34%) of participants sometimes and rarely took note during listening. The remaining 27 (18%) of them never took note during listening. The mean score for this item is 2.54. This finding shows that grade 11 students in these schools sometimes take note as a cognitive learning strategy in practicing listening.

Regarding writing summary of what they listened as a cognitive learning strategy of listening, Table 4.5 indicates 75 (50%) of students often wrote a summary of what they listened; 36 (24%) and 27 (18%) of participants sometimes and rarely did it respectively. The remaining 12 (8%) of them never attempt to summarize what they listened. For this item none of the participants answered as if they perform it always. This finding reveals that teachers trial and students

practice in summarizing what has been listened is almost in a parallel way. In addition to this the large number of often and the small number of rarely and never response shows that good application of summarizing as a cognitive learning strategy in practicing listening.

5.2 Meta cognitive strategies

Meta cognitive strategies are management techniques employed by learners to have control over their learning through planning, monitoring, evaluating, and modifying (Rubin, 1987).

Concerning planning as a Meta cognitive learning strategy for listening, 20 (13.3%) and 31 (20.66%) of participants replied they always and often plan for listening practice respectively. On the other hand, 45 (30%) and 42 (28) of participants replied as sometimes and rarely apply this learning strategy respectively. The remaining 12 (8%) of them agreed as if they never apply it. The mean value to this item is 3.02 which is equal to the value assigned to sometimes. Based on this reality we can conclude that grade 11 students' sometimes apply planning into listening practice.

Regarding self-monitoring as a Meta cognitive listening strategy, the result in Table 4.5 indicates 24(16%) of respondents agreed as they often apply the strategy in practicing listening. On the other hand, 51 (34%) and 27 (18%) of participants sometimes and rarely applied self-monitoring as a listening strategy respectively. However, 48 (32%) participants agreed as they never apply self-monitoring strategy in practicing listening activities. The mean for this strategy is 2.64 which is almost equal to the value of sometimes. Based on the illustration made above grade eleven students' application of planning into listening practice is below than what is supposed to be.

Regarding the application of self-evaluating as a Meta cognitive listening strategy, Table 4.5 shows that 15 (10%) and 54 (36%) of students agreed often and sometimes respectively. On the other hand, 33 (22%) of participants agreed as rarely apply it. The remaining 48 (32%) of participants never apply the strategy in practicing listening. The finding implies that grade 11 students in these schools are not effective in applying self-evaluating as a Meta cognitive listening strategy.

Generally, the average mean of Meta cognitive strategy is 2.53. This suggested that Meta cognitive learning strategies are less practicable by grade 11 students in Mana Woreda.

5.3 Socio affective listening strategy

Social affective strategies involve lowering one's anxiety, encouraging oneself, and taking one's "emotional temperature" (Oxford, 1990).

Regarding students' practice of lowering anxiety as a social affective learning strategy of listening 18 (12%) of participants agreed as they sometimes try to lower anxiety. Surprisingly a large number of participants 100 (66.6%) agreed that they never try to lower anxiety while 32 (21.33%) of them realized as they rarely apply it. It is interesting that none of them agreed as they always or often apply this strategy in listening practice. In addition, the mean value to this item is 1.45 which is less than the value of rarely. From this it is possible to infer that the attention students give to lower anxiety is below than what is supposed to be.

Self-encouraging as a social affective learning strategy of listening the data in Table 4.5 shows 15 (10%) and 39 (26%) of the respondents replied that they always and often encourage themselves respectively in the listening practice. Whereas, 51 (34%) and 27 (18%) of participants sometimes and rarely apply self-encouragement as a listening strategy respectively. The rest 18 (12%) replied they never apply this strategy in practicing listening. Based on this information we can deduce that not many students in the schools under the study encourage themselves in practicing listening.

Regarding trying to relax themselves as a social affective listening strategy, the data in Table 4.5 indicates 57 (38%) and 50 (33.33%) of students tried to relax themselves for the listening practice sometimes and rarely respectively. The rest 39 (26%) of participants never did it. A few students 4 (2.66%) responded as they often relax themselves in listening practice. Depending on the information in the above table we can conclude that not many students relax themselves during listening lesson.

Generally, among the learning strategies for listening skills mentioned in Table 4.5 the application of cognitive learning strategies seems satisfactory or average but not adequate. However, the application of the rest two strategies namely Meta cognitive and social affective strategies with its sub categories have got marginal place in practicing listening. So we can conclude that grade 11 students in Mana Woreda do not adequately apply adequate learning

strategies in practicing listening. This may be reason for students' poor performance in dealing with listening activities.

6, Listening opportunities for students

Table 4.6 listening opportunities/ teaching aid

No .	List of listening opportunities	Frequency of current practice										Total		Mean
		1		2		3		4		5		No.	%	
		No.	%.	%	%	No	%	No	%	No	%			
6.1	Listening to what teachers read	-	-	6	4	9	6	42	28	93	62	150	100	4.48
6.2	Listening to classmate	9	6	12	8	18	12	63	42	48	32	150	100	3.86
6.3	Listening to tape recorder	21	14	66	44	39	26	24	16	-	-	150	100	2.44
6.4	Listening to radio	78	52	36	24	20	13.3	16	10.6	-	-	150	100	1.82
6.5	Listening to television	102	68	36	24	12	8	-	-	-	-	150	100	1.4
6.6	Listening extracts from Newspapers	114	76	24	16	12	8	-	-	-	-	150	100	1.32
6.7	Listening extracts from Magazine	122	81.33	16	10.6	12	8	-	-	-	-	150	100	1.26

Average mean 2.36

As it can be seen in Table 4.6, listening to teacher occupies the first place among listening opportunities for students. Around 93 (62%) and 42 (28%) of participants indicated that they listen for their teacher always and often respectively. The rest 9 (6%) and 6 (4%) of participants got this opportunity only sometimes and rarely. The mean for this item is 4.48 which made it the most frequently used source of students listening opportunities. The result shows teachers are the main source of students listening practice.

Listening to classmate occupies the second place among available listening opportunities for students. As it can be seen from the above table, 48 (32%) and 63 (42%) of participants indicated it as one way English teachers used to enhance listening always and often respectively. The rest

18 (12%), 12 (8%) and 9 (6%) of participants chose sometimes, rarely and never respectively. The mean value to this item is 3.86. The result shows listening to what classmate read is the second most used source of students listening practice.

According to the data displayed in Table 4.6, dependencies on tape recorder to learn English language listening skills occupies the third rank among available listening opportunities. Among the participants 24 (16%) agreed as often used by English teachers. More than 1/3 of participants, 39 (26%), answered that their teachers use tape recorder sometimes as one way to enhance listening. On the other hand, 66 (44%) of participants agreed as rarely used by their English teacher. The remaining 21 (14%) of them agree as if their teacher never creates such opportunity for them.

Table 4.6 clearly indicates using radio as tool to enhance listening is low. More specifically the percentage of participants who often and sometimes got this means of learning was 16 (10.66%) and 20 (13.33%) respectively. 36 (24%) of participants rarely used radio as a listening tool. The remaining more than half, 78 (52%), of the participants never got radio as a tool to enhance their listening skill. The mean value to this means of learning is 1.82 which is less than the value assigned to rarely. This implies that the students rarely get radio as a means to enhance listening skills.

Dependency on television program for listening skill is also low. As illustrated in the above table (Table 4.9), 12 (8%) and 36 (24%) of participants got this opportunity as a tool for listening only sometimes and rarely respectively. 102 (68%) of participants answered they never got this opportunity to enhance their listening. The mean value of this item is 1.4, which is the less than the value assigned to rarely. This implies that television is not used to aid students listening practice.

Dependency on newspapers was also very low even compared with television or radio. For this item only 12 (8%) and 24 (16) % of participants chose sometimes and rarely. All the remaining 114 (76) % agreed that their teacher never create this opportunity to enhance their listening.

Magazine is the least used tool among the tools mentioned in Table 4.6. Only 12 (8 %) and 16 (10.66%) participants agreed sometimes and rarely respectively. The remaining large number of participants, 122 (81.33%), agreed that their teacher never implement magazine as a tool to

enhance their listening skills. The mean score to this item is 1.26, which is a little greater than the value assigned to never. This implies that teachers seldom use extracts from magazine in practicing listening skills.

Generally, the average mean of listening opportunities is 2.36 which is less than the value assigned to sometimes. Based on these realities we can conclude that the listening practice of grade 11 students in Mana Woreda Secondary Schools is not aided by tangible listening materials.

7, Students' challenges in learning listening skills

Table 4.7 Students' Challenges in Learning Listening Skills

No.	List of listening challenges	Options										Total		Mean
		Strongly Agreed		Agreed		Undecided		Disagreed		Strongly disagreed		No.	%	
		No.	%	No.	%	No.	%	No.	%	No.	%			
7.1	Poor motivation	78	52	39	26	18	12	10	6.66	5	3.33	150	100	4.16
7.2	speed of the speaker	82	54.66	53	35.33	6	4	6	4	3	2	150	100	4.36
7.3	limited vocabulary	80	53.33	40	26.66	18	12	10	6.66	2	1.33	150	100	4.24
7.4	inabilities to concentrate	60	40	57	38	15	10	12	8	6	4	150	100	4.02
7.5	Physical setting	30	20	65	43.33	13	8.66	35	23.33	7	4.66	150	100	3.5
7.6	Noise	13	8.66	50	33.33	15	10	50	33.33	22	14.66	150	100	2.88
7.7	Class size	10	6.66	13	8.66	25	16.66	78	52	24	16	150	100	2.38
7.8	Strategy problem	60	40	20	13.33	12	8	50	33.33	8	5.33	150	100	3.49
7.9	Scarcity of listening material	38	25.33	49	32.66	23	15.33	32	21.33	8	5.33	150	100	3.51

Average mean = 3.61

Key: strongly agreed 5, agreed 4, undecided 3, disagreed 2, strongly disagreed 1

The above table reveals that 78 (52%) and 39 (6%) of participants strongly agreed and agreed respectively that poor motivation impede their listening comprehension skill in contrast 10 (6.66%) and 5 (3.33%) of them disagreed and strongly disagreed that limited vocabulary as a challenge for their listening practice. The remaining 18 (12%) of students were not willing to decide this variable as a factor for their listening failure. The mean value for this item is 4.16 , which is greater than the value assigned to agreed (4). The finding shows that poor motivation is the main challenge for students' listening practice.

According to the students' response, the number one challenge that students viewed as obstacle to their listening comprehension was the speed of the speaker. Many students, 82 (54.66%) and 53 (35.33%), pointed out that the speakers speed as the main factor for their listening failure. On the other hand, a small number, 6 (4%), and 3 (2%) of the students did not consider it obstacle to their listening skill. 6 (4%) of participants were not willing to decide this variable as reason to their listening difficulty. The mean value of this item is 4.36. The finding implies that speed of the speaker is the other main challenge to students listening practice. This finding coincides with the study by Flowered and Miller (1996) and Hayati (2010) who reported that their subjects rated speed of delivery as one of the greatest obstacle to listening.

The above table (Table 4.7) reveals that 80 (53.33%) and 40 (26.66%) of participants strongly agreed and agreed that a limited vocabulary impede their listening skill respectively. On the other hand, 10 (6.66%) and 2 (1.33%) of them chose disagreed and strongly disagreed that limited vocabulary as a challenge for their listening practice respectively. The remaining 18 (12%) of students were not willing to decide this variable as a factor for their listening failure. The mean value to this item is 4.24. This implies that almost all participants agreed that limited vocabulary is the challenge for listening practice. The finding coincides with the study conducted by Naom Butt (2010) and Hano(2010) who reported that the major problem hindering listening comprehension was students' limited vocabulary to understand the message. The data also proves the theory realized by Underwood (1989) that lack of vocabulary is a big obstacle to most students in listening comprehension.

As researches show, failure to concentrate will result in missing the content which will eventually affect understanding of the whole text. For this particular question 60 (40%) and 57 (38%) of participants chose strongly agreed and agreed that inability to concentrate as a factor

for their listening difficulty. In contrast, 12 (8 %) and 6 (4%) of participants were disagreed and strongly disagreed this variable as a factor for listening difficulty while the remaining 15 (10%) of participants were not decide for this item. The mean score of this item is 4.02 which is almost equal to the value of agreed. The finding shows problem of concentration as the other factor for listening practice.

Listening difficulties not only arouse from the message, the listener or the speaker but also come from the physical setting surrounding the students. As illustrated in the above table (Table 4.7), 30 (20%) and 65 (43.33%) of participants reached in strong agreement and agreement that physical setting as the other factor hindering their listening skill respectively. While 35 (23.33%) of them disagreed that physical setting as a factor for their listening failure. The remaining 13 (8.66%) of students were not willing to decide this variable as a hindering factor for their listening failure. Based on this reality the uncomfortable feeling of many students with the current physical setting may affect students' concentration and inability for input intakes as well as information processing.

Noise is also another environmental factor hindering some students listening skills. As seen from the above table, less than quarter of students, 13 (8.66%) and 50 (33.33%), considered it a hindering factor for their listening skill by choosing strongly agreed and agreed respectively. On the other hand, 50 (33.33%) and 22 (14.66%) disagreed and strongly disagreed noise as a factor for their listening skill practice. The remaining 15(10%) of participants did not decide for this item. The mean score of this item is 2.88. This implies that noise is in some extent the other hindrance to listening practice.

Surprisingly not many students mentioned class size as a hindering factor for their listening failure. As illustrated in the above table, 78 (52%) and 24 (16%) of participants strongly disagreed and disagreed that class size as a hindering factor for their listening. Only 10 (6.66%) and 13 (8.66%) who chose agreed and strongly agreed class size as a hindering factor. The remaining 25 (16.6%) of them did not decide it as a hindering factor. The mean score for this item is 2.38, which is the least mean score among the challenges for listening practice. This finding contrasts with those study that conclude class size as a hindering factor for listening failure, for instance, a study by Saidure (2014). According to Ethiopian Ministry of Education,

25-30 students assigned in one class may be their main reason in which many of the participants do not consider class size as a challenge for the listening skill.

Concerning strategy use as a hindering factor for effective listening, almost 2/3 of the participants of the present study, 60 (40%) and 20 (13.33%), reached in strong agreement and agreement that strategy problem as a hindering factor for their listening skill. On the other hand, 50 (33.33%) and 8 (5.33%) disagreed and strongly disagreed strategy problem as challenge for their listening skills practice respectively. The rest 12 (8%) did not decide it whether or not challenge for their listening skills. The mean value to this item is 3.49 which is greater than the value assigned to undecided (3). This implies the strategy is the other problem to grade 11 students listening practice. The finding indicates strategy problem as the other factor for students listening practice.

Another barrier of listening skill is scarcity of listening material (visual support). It is obvious that students differ in their learning style and ability; therefore, teachers should use materials that match student's interest and background. The majority of participants in the present study, 38 (25.33%) and 49 (32.66%), chose strongly agreed and agreed respectively. On the other hand, 32 (21.33%) and 8 (5.33%) of them did not consider it as a challenge for their listening skill by choosing disagreed and strongly disagreed respectively. The remaining 23 (15.3%) of participants were not decide for this item.

Generally, the average mean value to these items (listening skills challenges mentioned in Table 4.7) is 3.61, which is closer to the value assigned to agreed. These findings imply that most students reached in agreement that most of the mentioned factors are challenges for their listening practice.

8, Evaluating listening

Table 4.8 Evaluating listening

Item	Frequency of current practice										Total		Mean
	1		2		3		4		5		No.	%	
	No.	%	No.	%	No.	%	%	%	No.	%	No.	%	
How often does your English teacher evaluate your listening skills?	25	16.66	10	7	20	13.33		-	-	-	150	100	1.96

Evaluating the effectiveness of practice in listening skills is of the utmost important task to ensure students mastery of the skills (Rupley and Blair, 1988). The following table shows how often English teachers evaluate their students listening skills.

As indicated in Table 4.8, almost 2/3, 105 (70%), of participants agreed that their teacher rarely evaluate their listening skills while 20 (13.3%) students agreed that their teacher sometimes evaluate their listening skills. The remaining 25 (16.6%) students agreed that their teacher never evaluate listening skills. It is interesting that the mean value to this activity is 1.95 which is less than the value assigned to rarely. This finding shows that evaluating students listening skills is a neglected area of teaching practice.

9, Proficiency level of students listening skills

Table 4.9the proficiency level of students' listening skills

Item	Scale	No of participants	% of participant
How do you rate your English listening skills?	Excellent	-	-
	Good	25	16.66%
	Average	50	33.33
	Poor	75	50%
Total		150	100

As indicated in Table 4.9, only 25 (16.66%) of students rated themselves good in listening. 50 (33.33%) students rated themselves as average listener and surprisingly 75 (50%) of students thought their listening performance is poor. This might be a reflection of frustration caused by failure or unhappy experience in dealing with listening skills. This finding clearly shows that grade eleven students listening proficiency is lower than expected. So students are not effectively practicing listening skills.

4.2: Analysis and interpretation of Classroom Observation

The aim of this classroom observation was to triangulate students' questionnaire and teachers' interview data. In addition, it aims to see the actual listening practice of listening skill in the classroom situation. The researcher observed the actual classroom situation of listening lesson. The observation was held in the three schools, each teacher observed two times, totally twelve classroom

observations was held. The result of the classroom observation is presented as follows with comments on.

This classroom observation checklist was designed based on (Rupley & Blair, 1987) effective teaching practice. The activities are designed around the three areas of effective listening practice (i.e. planning for practice, delivering effective practice and evaluating the effectiveness of the practice).

Analysis of classroom observation

1, pre listening activities

According to Lindsay and Knight (2006) pre listening activities help learners by bringing their attention to the topic, activating background knowledge of the learner and telling what is required of them when they are engaged in the actual listening. The following are some of analysis regarding some of the pre listening activities from the classroom observation

Providing explicit instruction that is appropriate to the type of learning ranging from knowledge to strategy and students background is very essential. (Rupley & Blair,1987). Based on the present classroom situation the majority of English teachers gave clear instruction concerning what students do in listening practice. So giving clear instruction was a frequently performed pre listening activity by grade 11 English teachers in these three schools.

Regarding teaching new/key words Gower et al. (1995) teaching key word and phrases before listening is helpful to understand the listening text. Therefore, teachers are expected to pre teach key words in a text. In contrast, among the participants observed more than half of the teachers were not seen while they were teaching unfamiliar words. However, the teachers commented as they frequently employ this activity in their listening practice but they were not seen doing this in the actual classroom situation. So the finding from the observation contrast with the result obtained from teachers interview.

Information, which is provided before instructional listening activities, helps learners activate relevant schemata and enhance anticipation (Ur, 1996).During this observation only one teacher was seen while he was letting students to relate and use prior knowledge pertaining to the listening text students are going to listen. The rest 5 teachers were not seen while performing this

in class. So the classroom observation realized that activating prior knowledge pertaining to the listening text is a neglected area of pre listening activity by grade eleven English teachers. So students' prior knowledge should be used in dealing with the listening activities.

Asking pre listening question is important in activating student's background knowledge about the topic going to be listened. Even if all English teachers told they frequently apply pre listening questions, only two teachers were seen in doing this in the observation time. So the result of interview partially contrasts with the actual classroom reality towards pre listening questions. Based on this reality asking pre listening question was not appropriately performed by grade 11 teachers in Mana Woreda secondary schools.

According to Ur (1984), listening to a text requires listeners' prediction and inference. So listener should be given a chance to predict what they are going to listen. In contrast to this, most English teachers were not seen when they let students to predict the lesson. Only two teachers let students predict the lesson. In the two sections, where students are made to predict the lesson, some of them participated but a lot of students are passive in predicting the lesson. So English teachers are done less than what they are supposed to do in letting students to predict the lesson.

It is important to inform learners about the various purposes for listening. In real-life listening situations, people usually have an aim for listening beyond understanding what is being heard, such as finding out something; so, they expect to hear something relevant to their aims. Therefore, learners should be informed about what they are going to listen to. However, in both round observations none of the participants set purpose for the listening text. In this situation students are not sure about why they are doing a certain listening activity. Students were also reacted that their teacher rarely set purpose for what they are going to listen. (see stud. questionnaire 3)

Regarding brainstorming idea only two teachers were seen while they let students to brainstorm idea. In the rest four sections neither the teacher nor the students let and tried to brainstorm idea. So we can conclude that brainstorming idea as a pre listening activity rarely performed by teachers and students in grade 11 in Mana Woreda secondary schools.

2, while listening Activities

Regarding taking note item the majority of the teachers were not observed while they were letting students to take note. In a similar way only a few students were seen while they were taking important note during the listening.

Among the participants observed the majority of them (4 teachers) provided gap filling activities. In a similar way the majority of students were also seen when they react to the gap filling activities .Among the teachers who provide a gap filling activities, three of them made students to complete a short paragraph while they listen to the other teacher one made students to complete a table. From this observation one can understand that majority of English teachers frequently apply gap filling activities.

Regarding listening to the listening text all teachers made their students to listen the listening text. Most students were also seen while they were listening to the text. However, there were some students who were talking to each other while the teacher read the listening text. This finding supports the information obtained from teachers interview and students questionnaire which indicated listening to the text as a frequently while listening activity.

Concerning listening to the text more than once, Ur (1984) argues that learners should be exposed to the recording more than once in order to understand the discourse. During the observation time two teachers were seen while they let students listen the text more than once. Similar to this finding the majority of students also realized that their teacher sometimes or rarely made them listen the text more than once. This finding shows that majority of grade 11 teachers are performing less than what is supposed to do. In this situation it is hard for students to understand the listening text. So the finding revealed teachers are not doing their best to expose their students to the listening text more than once in order to understand the discourse.

3, Post listening activities

In the post listening activities none of the six English teachers let their students be in group discussion or pair work. This may be due to the fact that group discussion is prohibited due to corona virus. On the other hand, among the teachers observed only one teacher was engaged in giving feedback to students. So students are not got appropriate feedback. Concerning on summarizing the lesson only two teachers made students to summarize what they have listened

in their own words. But three teachers asked comprehension questions to check the intended learning outcome. Students' participation in asking and giving answer to the question was also too low. Generally, teachers and students practices in the post listening phase seem below than what it supposed to be.

4, the application of listening strategies or techniques into the listening practice

None of the teachers gave clear instruction about what strategies/techniques students should apply in dealing with the activities. However, in three sections students were made to fill gap filling activities which are related with listening for specific information. Even if students are not told which technique they apply in dealing with the questions.

5, the text / material chosen for teaching listening skills

During this observation all the teachers used the listening text from students' text. So we can say the kind of text chosen for the listening practice can go with student's age, language level and interest. The kind of activities and tasks also can go with the text type. But it is best if the teacher prepare interesting listening lesson using tape recorder that relate to the topic being dealt with.

6, Different ways of practicing and real life listening situations

The teaching learning process of all sections directly depended on students' text. There is no Variety strategy and teaching aid used to meet students need and maintain their interest. It is also difficult to say a real life listening situation since the teachers teaching practice depends on student's text, no variety strategy, no tangible teaching aid and no variety activities. This finding opposes teacher's response about the existence of real life listening situation on teachers' questionnaire.

7, the learning environment

The environment was not conducive for the teaching learning process of listening. The listening lesson is impeded by the noise from students in and out of the classroom. But in the second class there was no noise even though the classroom environment was not conducive for the teaching learning practice, the sittings were also not attractive.

8, monitoring students' progress during the practice session

Ongoing responses in the classroom work much better than a few questions at the end which could make it a memory test and not a comprehension exercise. But in these actual classroom situation there was no ongoing monitoring situations. This finding is also opposes the information obtained from teachers about how they monitor their students.

9, Students participation in the teaching learning process

The students level of participation was not satisfactory since much of the teaching learning process was dominated by the teachers themselves most students were passive in the teaching learning process. Most of the student's role restricted to merely listening to the text. In this situation it was difficult to say the listening practice accomplish its determined goal because what the teacher put in his lesson plan and the reality was quite different.

4.3: Presentation and Analysis of Teachers' Interview

Teachers' Background Information

Table 4.10 teachers' qualification

Item	Alternative	No. of participants
What is your qualification?	10 + 1	-
	Diploma	-
	Degree	3
	MA	3
	∞ Total	6

As shown in the table above among the six teachers three of them holds MA degree in TEFL and the other three teachers are BA degree holders in English language and literature. From this information we can conclude that the teachers are matured enough to teach English at this level.

Table 4.11 teachers' teaching experience

Item	Alternatives	No. of participants
How many years did you serve?	1 year	-
	2 years	-
	3 years	-
	4 years	-
	5 years	-
	Above 5 years	6

As seen from this table, all English teachers have enough experience in teaching English language.

Presentation and Analysis of Teachers' Interview Data (main body of the interview)

1, Time teachers spend to teach listening skills

In the first interview question participants were asked how much time they spend in teaching listening skills per unit. For this question four of the six participants suggested that they spent a maximum of 40 minutes per unit. The remaining two English teachers spent around twenty minutes per unit. Their reason for limiting their listening practice only to these minutes was due to time constraints. So they skip over or cut most of the listening sections of the book.

The quotes for this question are as follows:

Interviewee 1 "... I give a maximum of 40 minutes per unit due to time problem. "

Interviewee 3 "I spend around 30 - 40 minutes per unit."

Interviewee 5 "It depends but in average I spend around one period for each unit."

To sum up, these findings clearly show that grade 11 English teachers in the three secondary schools overlooked the listening section of the text book to overcome time problem. However, Scholars advised teachers to cut/skip parts such as study better, additional poems and fun with words to overcome time problem. From this finding we can conclude that the practice of listening skill is not given due attention by English teachers. This usually decreases the opportunity which the students were supposed to have for practicing the skill.

2, Tasks grade eleven English teachers employ for listening lesson

The second interview question deals with the tasks grade 11 English teachers employ for listening lesson. The tasks mentioned by the participants were:

- Filling out forms
- Filling in table
- Completing diagram

The analysis of this finding show that grade 11 English teachers in the three schools apply the above three tasks in practicing listening. The result indicates the teachers apply some of the tasks for listening skills. However, the teachers fail to practice important listening tasks such as listing, sequencing information and drawing pictures based on listening, problem solving and etc.

3, Activities teachers employ in the three stages of listening

The third interview question deals with the pre listening activities grade 11 English teachers employ for listening practice. The participants of the present study mentioned the following activities:

- Pre teaching new vocabulary
- Asking students to guess the meaning of new words
- Letting students predict the lesson
- Using diagrams or pictures
- Setting purpose for the listening skills

Some of the quotes for this question are as follows:

Interviewee1:“Most of the time I teach key words, let students predict the lesson, and I ask pre listening questions.”

Interviewee 6: “In pre listening stage I teach unfamiliar words, using pictures and diagrams, encouraging students to predict the lesson...”

However, among the above mentioned important pre listening activities setting goal for the listening lesson, teaching the target culture, and showing pictures and diagrams were given less consideration. From this finding it can be inferred that grade 11 English teachers employ only some of the pre listening activities suggested by scholars. So, there is a need to use the above important activities effectively and add other activities recommended by language scholars in practicing listening.

4, While listening activities grade 11 English teachers employ for listening practice

The fourth interview question deals with the while listening activities grade 11 English teachers employ for listening practice.

In response to the request to list all familiar while listening activities the most frequently used activities to the least frequently used activities were:

- Letting students to take note
- Providing gap filling activities
- Asking students to translate what they hear to their mother tongue
- Letting students to listen for the listening text
- letting student to listen for specific information

Generally, the above activities were the all mentioned activities by the participants. In these findings vital activities such as letting students to listen the text more than once, asking students to guess the meaning of new words while they listen, letting student to listen for general information, and etc. were given less consideration by the teachers. From these findings one can conclude that grade 11 English teachers in Mana Woreda secondary schools didn't utilize some of useful while listening activities as suggested by language scholars. This might hinder students' listening proficiency.

5, Post listening activities grade 11 English teachers employ for listening practice

The fifth interview question deals with the post listening activities grade 11 English teachers employ for listening practice.

Based on the participants' response what teachers did as post listening activities were:

- Asking students to do follow up exercise
- Extending the listening text to other skills
- Asking students to summarize what they listened Giving feedback
- Giving feedback

Even if four different post listening activities were mentioned by the participants, Still there are important post listening activities which are not employed by these teachers. For instance, trying to connect what they here with what students have before, asking to imitate sound and etc. are overlooked.

6, Teaching aids used by English teachers in practicing listening skill

The sixth interview question deals with teaching aid used by English teachers in practicing listening skill. In response to the request to list down all the teaching aid teachers employ for listening practice. The most frequently used tools to the least frequently used teaching aid were:

- Teacher Guide
- English textbook
- Picture and diagrams
- Radio
- Tape recorder

This finding revealed that English teachers in these schools employed only a limited number of teaching aids for listening lesson. Other important materials such as video which is considered “powerful tool for listening comprehension because of the visual support it provides (Robin, 1995) is overlooked by all participants. Beside this the teachers do not constitute an important listening material such as music, magazines, newspapers and etc. to aid the listening practice. Based on these findings grade 11 English teachers in Mana Woreda were not effective in using teaching aid because they failed to use effective listening materials which may scale up students listening proficiency. So the listening practice in the three secondary schools is not appropriately aided by important teaching aids which may scale up students listening proficiency.

7, Whether the teachers cover all the listening tasks and activities as suggested in their textbook/ teacher guide

The seventh interview questions deals about whether the teachers cover all the listening tasks and activities as suggested in their textbook/ teacher guide.

For this item almost all participants answered that they skip some of the listening skill activities and tasks. Their reason for doing this is time problem, the length of the listening text and students’ poor motivation.

For instance, Interviewee 1: “No, I don’t cover all tasks as suggested because most of the listening texts are too long and boring. Students are also not willing to listen such too lengthy texts.”

Interviewee 3: “In fact I don’t cover most of the tasks because they are time consuming...”

Interviewee 5: “Teaching all the listening tasks take much of time. If I teach the entire listening lesson in every chapter I may lag behind. This may affect my time to cover the lesson plan for the year. This often makes me jump listening section and focus on the other parts.”

This finding revealed that English teachers were more worried about covering the annual lesson plan rather than intending to achieve the objective of the text. Also the finding implies teachers do not give adequate chance to engage their students in listening activities. This usually decreases the opportunity which students are supposed to have for practicing listening. This contributes to poor performance in listening activities.

8, Teacher related factors affecting listening skills

The eighth interview question deals with teachers’ related factors that hinder the teaching of listening skills.

The participants of the present study reported the following teachers related factors that hinder the practice of listening skills.

- Poor motivation
- Listening Strategy problem
- Shortage of time
- Difficulty of the text for implementation due to their length

The following are some of the quote from the participants

Strategy use problem

Interviewee 3: “Frankly speaking we teachers do not know the teaching strategy of listening skills to teach the skill effectively. Those who know listening strategy were also not willing to perform appropriately...”

Shortage of time

Another obstacle for listening was shortage of time. Concerning on this all English teachers emphasized time as the major factor that hinder listening practice. For instance,

Interviewee 3: “... the practice of listening skill is interrupted by shortage of time. So ...”

Interviewee 2: “Most of the time I left the listening lesson to the student to do at home using the listening text available at the appendix part of their text due to time problem.

9, Students’ related factors that hinder the teaching/ learning of listening skills

The ninth interview question deals with students’ related factors that hinder the teaching/ learning of listening skills.

The participants of the present study reported the following factors related with students

- Limited vocabulary
- Inability to concentrate
- Poor background knowledge
- Poor motivation
- Problem of listening strategy

The following are some of the quotes from the participants

Difficulty related with listening strategy

Interviewee 4: “Inability to use appropriate strategy is the main problem of our students.”

Interviewee 2: “Our students usually can’t remember the inference strategy and cannot use it in practice.”

Interviewee 4: “Even if our students know some listening strategies they didn’t apply effectively when they are practicing listening.”

This finding may imply that strategy use has not yet reached on automatic stage of learning for learners or might imply that listening strategies were not internalized as a part of their existing listening skills. That means teachers were not capable to teach listening texts with the support of different teaching strategies.

Limited vocabulary

Interviewee 1: “Our students’ vocabulary level is poor; it is very difficult for them to understand the listening text...”

Interviewee 2: “Students are weak in listening because their vocabulary level is limited. So they miss many important points from the listening text unless teachers translate to their mother tongue.”

Inability to concentrate

Interviewee 2: “Most students fail to concentrate well in listening lesson especially, in native speakers listening.”

Background knowledge

Interviewee 1:” Most students come from rural areas where there was no television or radio that can help practicing listening outside the classroom.”

Interviewee 3: ” In a lower level it is a teacher or a student who used to read aloud the listening passage for them, as a result they are accustomed to their teacher or students accents. When they listen to native speaker they fail to grasp their pronunciation.”

Poor Students’ motivation

Scholars indicate that lack of motivation from the students’ side discourages teachers from teaching well. According to Balto (1996) and Morley (2001),the success of teaching, in general, and the teaching of language skills in particular in the absence of good motivation is questionable.

Almost all participants in the present study mentioned poor motivation as the main factor for ineffective listening practice. For instance,

Interviewee 3: “In English class the majority of the students are not interested to attend listening lesson instead they are eager to learn grammar part of the text. This is because of the nature the exam which focuses on grammar in both in class and entrance exam.”

Interviewee 4: “One of the most influential challenges, which negatively affect the listening practice, is poor motivation. Most of the time students consider listening as additional task rather than basic skill.”

It is clear that the above mentioned comments go in accordance with the quantitative data obtained from the students themselves.

To sum up almost all respondents gave similar idea that their teaching practices were affected by poor students' motivation. From this finding we can understand that the practice of teaching listening skills in grade 11 is hampered by poor students' motivation. But teachers can increase student's motivation. Ur (1984:27) says that “ Teachers must try to avoid boring lesson using as far as possible ones they think their students may be interested in that seems practical and that they arouse or stimulate them.”

10, Environmental factors that hinder the teaching of listening skills

The tenth interview question deals with environmental factors that hinder the teaching of listening skills.

Based on the finding from the participants the teaching of listening skill is impeded by environmental factors inside and outside the class. As their comment the reason for ineffective environment is due to:

- Absence of electricity
- Noise
- Large class size
- Seating arrangement

Some of the quotes from teachers presented as follows

Interviewee 1: “... large class size, seating arrangement and noise are environmental factors ...”

Interviewee: 2 “... noise, classroom seating arrangement and absence of electricity impede listening practice.”

It can be drawn from the above illustration that there were some environmental problems that hinder effective listening practice. Surely the finding revealed that the teachers were not satisfied with the recent learning environment. So we can conclude that the learning environment is another obstacle for effective listening practice in the three secondary schools particularly in grade eleven.

Generally, the findings of the present study support the study conducted by Iyob Melaku (2018) and Saidure (2014). For instance, Iyob Melaku (2018) Challenges such as lack of motivation,

lack of resource, lack of time, inability to know listening strategy are challenges that hinder teachers from applying effective listening practice.

11, Teachers thought toward effectiveness of their teaching of listening skills

The last interview question deals with teachers thought toward effectiveness of their teaching of listening skills. Some of the teachers' response for this question presented as follows using their actual word.

Interviewee: 1: "I don't think that my listening skill practice is effective because I sometimes skip some listening lessons and I don't use effective teaching aid and mechanisms..."

Interviewee: 2: "I thought that my listening practice is on average not effective because lack of teaching aid, shortage of time and absence of using variety mechanisms and my drawback in evaluating my students listening skills."

The other 4 teachers also approved that their teaching of listening skill was not effective. As it can be seen from these realities the practice of teaching listening skills in the proposed schools has its own a gap.

4.4: Discussions

This study was conducted at three Secondary Schools in Mana Woreda (Yebu Secondary School, Geruke Jimate Secondary School and Yebu Secondary School number 2) to assess grade 11 English teachers' and students' practice and challenges of teaching and learning listening skills. Based on the objectives of the study three research questions were formulated; these were:

- What are the activities and tasks grade 11 English teachers and students use in practicing English language listening skills?
- Which learning strategies do grade 11 students use in practicing English language listening skills?
- What are the major challenges that hinder effective teaching and learning of English language listening skills?

To answer the above research questions data were collected through teachers' interview, students' questionnaire and classroom observation.

In this part the findings were thematically analyzed, interpreted and discussed in relation to the four basic research questions, and the results were compared with the previous findings and

scholars view. The relationship and the implication of the data collected through the 3 instruments were also triangulated.

1, To begin with the finding regarding activities and tasks teachers and students engaged in teaching English listening skills, the study revealed the following findings:

Pre listening stage is a stage in which students do activities which help them prepare for what they are going to listen. According to Rost (1990), in the pre listening stage teachers need to prepare students through activities involving activating prior knowledge, making prediction, and reviewing key words and telling students what is required of them.

Providing explicit instruction that is appropriate to the type of learning ranging from knowledge to strategy and students background is very essential (Rupley & Blair, 1987). Accordingly the result from students questionnaire, teachers interview and classroom observation depicted that the majority of English teachers gave clear instruction concerning on what students do in listening practice. So giving/ taking clear instruction was a frequently performed pre listening activity by grade 11 English teachers and students in these three schools.

According to Gowelet al. (1995), one way in which teachers create real interest to a certain text is helping them to predict the text they are going to listen to. However, in this study the result from teachers and students as well as the classroom observation indicated that teachers let students perform such kind of activities sometimes.

Lindsay and Knight (2006) as cited in Taye (2008), teachers should make sure that students understand why they are doing a certain activities. So in order to bring effective listening in the classroom there should be a purpose for the activities students are going to perform. In this study the observation result and students' questionnaire depicted that English teachers and students rarely set purpose for the listening activities.

According to Gower et al. (1995), teaching key word and phrases before listening is helpful to understand the listening text. Therefore, teachers are expected to pre teach key words that might create problem to understand a certain listening text. However, the findings from observation depicted that English teachers implement this sometimes or rarely though teachers commented as they frequently employ this activity in their listening practice. This in turn may affect students' understanding.

Information, which is provided before instructional listening activities, helps learners activate relevant schemata and enhance anticipation (Ur, 1996). In contrast to this, the finding depicted that activating prior knowledge pertaining to the listening text was a neglected area of pre listening activity by grade 11 English teachers and students. So students' prior knowledge has not got any role in dealing with the listening activities.

Generally, the above pre listening activities were in somewhat consistent with Rost's (1990) statement which suggests that in the pre listening stage teachers need to prepare students through activities involving activating prior knowledge, making prediction, and reviewing key words (Rost,1990). However, the effort the teachers made to engage the students to practice the activities was too low. The finding from students' questionnaire and classroom observation revealed that teachers and students sometimes and rarely implement some of the above mentioned activities in to the listening practice. Beside these it was found out that important pre listening activities such as setting goal for the listening lesson, teaching the target culture, and showing pictures and diagrams were given less consideration. It is dilemma that some of the result from teachers' interview contradicted with the finding from students' questionnaire and the actual classroom observation which disclosed that teachers rarely or sometimes engage their students in practicing the above mentioned pre listening activities.

While listening activities teachers and students engaged in practicing listening

According to Karakas (2002), as cited in Shiferaw (2018), during listening students verify their prediction; students answer comprehension questions; and students fill in missing information. On the other hand, teachers ask students to note down key words. Brumfit et.al (1996) and Taye (2008), also state while listening stage is the stage where listeners are required to listen to a text and answer questions (matching, true/false, multiple choice, gap filling, note taking, complete chart, sequence picture and etc.).

Regarding letting students to listen to the listening text, all teachers made their students to listen the listening text. So the finding from the three instruments indicated that letting students to listen to the listening text as a frequently while listening activity.

Concerning letting students to listen to the text more than once, Ur (1984) argues that learners should be exposed to the recording more than once in order to understand the discourse. In

contrast to this the finding from the three instruments indicated that the majority of teachers sometimes or rarely made students to listen the text more than once. So the majority of grade 11 teachers perform less than what is supposed to do. In this situation it is hard for students to understand the listening text.

According to the result from the 3 instruments, teachers frequently apply gap filling activities in listening practice. The finding also shows that teachers sometimes or rarely engage students in some listen and follow up activities such as matching, true /false and etc. On the other hand, teachers frequently let students listening for specific and general information. The frequent application of this techniques might be due to most listening questions in the students textbook require students to listen for specific or general information.

Generally, the above while listening activities are in some extent consistent with Karakas's (2002) statement. However, the effort the teachers made to engage the students to practice most of the while listening activities were low.

Post listening activities teachers and students engaged in practicing listening

According to Ur (1984), immediate feedback has to be given for students for hard work if the correction is late students get little benefit of it. However, the finding from students' questionnaire shows teacher's actual role in giving feedback for students at the post listening stage is below what is supposed to be. The observation result also indicated that only one teacher was engaged in giving feedback to students. So giving/ taking feedback as a post listening activity is a neglected area of listening practice at these schools.

In the post listening stage none of the 6 English teachers let their students be in group discussion or pair work. So the finding depicted that the attention teachers give to discussion or pair work was below expectation or not in accordance with the current language teaching classroom where students are expected to actively participate in teaching learning process. This may be due to the fact that group discussion is prohibited due to corona virus.

Lindsay and Knight (2006) strongly advise that learners should be asked to speak about the issue mentioned in a listening text. In contrast to this, the finding from the three instruments indicated that teachers do not frequently let students express their view and opinion based on the idea reflected in the listening text.

In real life listening situation the language skills (listening, speaking, reading and writing) are integrated rather than occurring in isolation (Gower et al. 1995). This can be done through employing different activities at the post listening stage. One way of developing students' speaking ability is by employing role play activity in actual classroom. Although the teacher respondents replied they make use of this, the data from observation session is contrary to this. On the other hand, post listening activity can consolidate what has been heard through writing, which is more self-paced and reflective activity (Turner, 1995). Similarly, the finding from this study depicted teachers engage students in writing activities.

This finding also revealed that grade 11 English teachers in Mana Woreda emphasize follow up exercise as a post listening activity. The most probable reason for the frequent use of follow up exercise might be obligation to prepare the students for exam. Beside this the text itself obligates teachers to give follow up exercise.

It was also found out that important post listening activities such as trying to connect what they hear with what students had before, asking to imitate sound were given less consideration. It is a dilemma that some of the result from teachers' interview contradicted with the finding from students' questionnaire and the actual classroom observation which disclosed that teachers rarely or sometimes engage their students in practicing most of the above mentioned post listening activities.

Tasks students and teachers employ in practicing listening

- filling out diagrams/forms/table
- drawing pictures based on listening
- ordering and sorting things
- problem solving tasks/ puzzle

The analysis of this finding shows that grade 11 students in the schools under the study employ the above tasks in practicing listening. In this regard the above tasks are important in practicing listening and they are in somewhat consistent with Wills (1996). According to will (1996), pedagogical tasks include listing, ordering and sorting, comparing, problem solving, sharing personal experience and creative tasks. However, the effort the students made in practicing the above tasks in practicing listening is low. The mean value to these tasks is 2.47 which is less than

the value assigned to sometimes. So the finding shows most students practice the above tasks rarely.

2, Challenges in teaching and learning listening skills

The study identified a range of factors that hindered the practice of teaching and learning listening skills. Accordingly, a problem related to teacher include lack of motivation, shortage of time, strategy use problem and wrong perception are the main challenges emanates from English teachers. On the other hand, there were also student related factors such as inability to know and apply listening strategy, poor motivation , inability to concentrate , limited vocabulary, and low background knowledge are the main challenges emanates from students and impede effective listening practice. In addition, environmental factors were also the other factors that hinder the teaching and learning of listening skills. In relation to this improper seating arrangement, noise in and outside the class, absence of electricity, lack of resource or pedagogical equipment such as tape recorder, radio and other materials are the main environmental factors impeded the listening practice. The finding appear to be consistent with Eyob Melaku (2018) study, which demonstrated that challenges such as poor motivation , lack of resources, teachers' speech rate, time, strategy problem unfamiliar words that hinder the practice of listening at Gishen Secondary School.

3, learning strategies Students apply in practicing listening skills

The study identified the following learning strategies employed by students in practicing listening skills.

- Cognitive learning strategies such as translating, listening to a text more than once, taking note, writing and writing summary
- Meta cognitive strategy such as planning, self-monitoring, and self-evaluating
- Social affective strategies such as lowering anxiety, self-encouraging and trying to relax themselves

Even if the above learning strategies were mentioned by the participants, most of them failed to implement what they said in actual classroom situation. As it has been indicated earlier (based on students' questionnaire, teachers' interview and classroom observation), teachers were not effectively aware and students do not appropriately use various strategies in practicing listening

skills. For instance, during the classroom observation students are made to listen to the listening text and answer specific questions from the listening text. However, English teachers do not aware how they cope with or which strategy or technique they apply to answer the questions. The teacher only read the text and ordered them to answer the questions. Beside this the students gave marginal place in practicing two important strategies namely Meta cognitive and social affective strategies with their sub categories. So, we can conclude that teachers and students did not do all they can do to train their students to master listening skills using appropriate (various) strategies and students are also not appropriately use effective learning strategies in practicing listening.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1: Summary

The objective of this study was assessing grade 11 teachers' and students' practices and challenges in teaching and learning listening skills in three secondary schools in Mana Woreda. To achieve the intended objective of the study a descriptive research design was employed. Six grade 11 English teachers who have taught English at the three secondary schools (Yebu secondary school, Geruke Jimate Secondary School and Yebu Secondary School number 2) were selected using purposive sampling technique. Beside this 150 grade 11 students from the 3 schools were also selected using systematic sampling technique. Interview, questionnaire and classroom observation were used to collect data. Frequency, percentage and mean were employed in analyzing quantitative data whereas thematic analysis was used for analyzing qualitative data.

The result of the study revealed that grade 11 English teachers and students engaged in pre listening, while listening and post listening activities and a few tasks. However, the effort the teachers made to engage the students to practice the activities was too low. The finding revealed that teachers sometimes and rarely implement procedures, strategies, activities, tasks and stages proposed by scholars. This in turn results in ineffective students' engagement in practicing listening activities in the three phases of listening stages. The teachers also teach listening with less attention than other skills. This evidenced by the students' and teachers' response as well as the classroom observation disclosed that listening did not receive enough emphasis in actual classroom situations. The listening practice also depended on students' text book or teachers guide and not adequately supported by other visual and recorded audio or written materials such as tape recorder, radio program, television program, magazine newspapers and etc. Teachers also skip most of the listening lesson to overcome time problem. English teachers themselves realized that their listening practice is not effective and most students also rate themselves as a poor listener. This all poor performance emanates from the low attention given for the skill.

The learning strategies students used in practicing listening includes, Cognitive strategies such as translating, listening to a text more than once, taking note, writing and writing summary; meta cognitive strategy such as planning, self-monitoring, and self-evaluating ; social affective strategies such as lowering anxiety, self-encouraging and trying to relax themselves during

listening class, However, teachers did not effectively aware and students didn't appropriately use these strategies effectively in practicing listening skills. Especially, Meta cognitive and social affective strategies with their sub categories were not appropriately practiced by the students under the study.

The study also identified a range of factors that hinder the practice of listening skills. Accordingly, problems related to teacher include lack of motivation, shortage of time, strategy use problem and wrong perception. On the other hand, student related challenges includes inability to know and apply listening strategy, poor motivation , inability to concentrate , limited vocabulary, and low background knowledge. In addition, environmental factors impede the listening practice includes improper seating arrangement, noise in and outside the class, absence of electricity, lack of resource or pedagogical equipment were the main challenges that hinder effective listening practices.

5.2: Conclusions

On the basis of analysis and interpretation of the data the following conclusion is drawn.

The finding revealed that the teaching and learning of listening skills was not appropriately practiced in secondary schools in Mana Woreda. The finding revealed that teachers sometimes and rarely implement procedures, strategies, activities, tasks and stages proposed by scholars. They also teach listening with less attention than other skills. This evidenced by the students and teachers response as well as the classroom observation which disclosed that listening did not receive enough emphasis in actual classroom situations. The listening practice also depended on students' text book or teachers' guide and not adequately supported by other visual and recorded audio or written materials such as tape recorder, radio program, television program, magazine newspapers and etc. Teachers also skip most of the listening lesson to overcome time problem. English teachers themselves realized that their listening practice was not effective and most students also rate themselves as a poor listener.

The result of the study also revealed that grade 11 English teachers engaged students in pre listening, while listening and post listening activities and a few tasks. The major pre listening activities students engaged in practicing listening includes: learning new words, answering pre listening questions, and predicting the lesson. In the while listening phase, students engaged in activities such as listening to the listening text, taking note, and doing gap filling activities. On

the other hand, in post listening stage they perform activities such as summarizing what they listened, doing follow up exercise, and extending the listening skill to other skills. In addition to these activities, students engaged in tasks such as filling out diagrams/forms/table, drawing pictures based on listening, ordering and sorting things, and problem solving tasks/ puzzle. However, the effort the students made in practicing the above mentioned activities and tasks was not satisfactory.

The study identified a range of factors that hinder the practice of teaching and learning listening skills. Accordingly, a problem related to teacher include lack of motivation, shortage of time, strategy use problem and wrong perception were the main challenges emanated from English teachers. On the other hand, student related factors includes inability to know and apply listening strategy, poor motivation , inability to concentrate , limited vocabulary, and low background knowledge. In addition, improper seating arrangement, noise in and outside the class, absence of electricity, lack of resource or pedagogical equipment such as tape recorder, radio and other materials were the main environmental factors that impeded the listening practice. The finding appear to be consistent with Eyob Melaku (2018) study, which demonstrated that challenges such as poor motivation , lack of resources, teachers' speech rate, time, strategy problem unfamiliar words that hinder the practice of listening practice at Gishen Secondary School.

The learning strategies students used in practicing listening includes, Cognitive strategies such as translating, listening to a text more than once, taking note, writing and writing summary; meta cognitive strategy such as planning, self-monitoring, and self-evaluating ; social affective strategies such as lowering anxiety, self-encouraging and trying to relax themselves. Even if these strategies were mentioned by the participants most of them failed to implement what they said in actual classroom situation. The finding from the three instruments showed that teachers were not doing all they can do to train their students to master listening skills using appropriate (various) learning strategies and students were also fail to apply effective learning strategies in practicing English language listening skills.

5.3: Recommendations

Based on the conclusion made above the following recommendation were suggested by the researcher:

- English teachers should focus on improving their students listening skills thoroughly by managing their time appropriately rather than rushing and skipping the listening lessons to cover the annual plan for the academic year.
- Teachers should provide students different kinds of input such as radio news, films, television programs, announcements, everyday conversation, interviews, storytelling, and English songs and so on to develop students listening competency.
- Teachers should exploit visual aid or draw pictures and diagrams related to the listening text. Visual aids draw student's attention and increase their motivation.
- The schools should fulfill teaching equipment required for teaching listening skills.
- Listening environment is vital key affecting the quality of both learning and teaching listening skills. Therefore, it is essential to upgrade the recent classroom environment.
- Teachers should effectively apply real life listening situation.
- Teachers should inform and apply different listening techniques and strategies for their students.
- Students should be engaged in listening activities outside classroom to make them familiar with listening activities. There should be work to raise students' awareness about the need of learning listening skills and they should be motivated.
- There are different mechanisms that help to improve listening skills. Like paying attention to nonverbal or verbal cues, using paraphrase responses and practicing in the class and out of the class as well as listening English music and news. So, student should use these mechanisms to improve their Listening skills
- Students should see listening skills as a simple and equally important as other language skills. In addition they should be relaxed, use their prior knowledge and ask questions in their listening class-room in turn their teacher should encourage or motivate students to create good class-room atmosphere and to improve the students listening skills.
- The department of English language in the secondary schools should plan to invite native English speakers or the listening texts read by native speakers should be recorded and used by the EFL teachers.

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Appendix A

Students' questionnaire

JimmaUniversity College of social Sciences and Humanities Department of English Language and Literature

Dear students the main objective of this study is to assess grade 11 English teachers' and students' practices and challenges in teaching and learning listening skills. Therefore, the researcher kindly requests you to fill the questionnaire. The questionnaire has two parts and you are requested to answer the questions according to the instruction given for each part.

Part I The current listening practice

Please read the following activities / items and tick **x** in the option which is true for you using the following keys for the scales.

KEY: Frequency of current practice: 1= never; 2 = rarely; 3 = sometimes; 4 = often; 5 = always

Thank you very much for your cooperation!

Student's background information

Sex: male ----- female ----- School: ----- age-

Grade and section ____

No.	Students' Activities and behaviors to be checked)	Current practice					Remark
		1	2	3	4	5	
1	Before listening I :	1	2	3	4	5	
	2.1 predict what I am going to listen						
	2.2 Set purpose for the listening text						
	2.3 learn key words						
	2.4 learn the target culture						
	2.5 brainstorm idea about what I am going to listen						
	2.6 look at pictures and diagrams						
2	In the while listening phase I :	Current practice					Remark
		1	2	3	4	5	
	2.1 take note						
	2.2 guess the meaning of new words						
	2.3 do gap filling activities						
	2.4 answer comprehension questions while listening to the text						
	2.5 listen to the listening text						
	2.6 listen to the listening text more than once						
	2.7 listen for the main idea						
2.8 listen for specific information							
	2.9 translate what I hear						

3	In the post listening phase I :	Current practice					Remark
		1	2	3	4	5	
	3.1 answer comprehension question						
	3.2 connect what I hear with what I had before						
	3.3 extend the listening lesson to other skills						
	3.4 summarize what I listen in my own word						
	3.5 imitate sound						
3.6 take feedback							
4	How often do you apply the following tasks in practicing listening?	Current practice					Remark
		1	2	3	4	5	
	4.1 Filling out forms/table/diagrams						
	4.2 Problem solving / puzzle						
	4.3 Drawing picture						
4.4 Sequencing/ordering information							
5	I apply learning strategies such as:	Current practice					Remark
	5.1 cognitive strategies	1	2	3	4	5	
	5.1.1 translating what I hear						
	5.1.2 listening to the listening text more than once						
	5.1.3 taking note						
	5.1.4 writing Summary						
	5.2 Meta cognitive strategies:	Current practice					Remark
		1	2	3	4	5	
	5.2.1 Planning						
	5.2.2 Self-monitoring						
	5.2.3 Self evaluating						
	5.3 Social affective strategies:	Current practice					Remark
		1	2	3	4	5	
	5.3.1 lowering anxiety						
5.3.2 self-encouraging							
5.3.3 relaxing							
6	How often does your English teacher provide you the following opportunities?	Current practice					Remark
		1	2	3	4	5	
	6.1 Listening to what teachers read from the text book						
	6.2 Listening to what classmates read from the text book						
	6.3 Listening to English language study cassettes or CD						
	6.4 Listening to the radio channels in English						
	6.5 Listening to the television channels in English						
	6.6 Listening text from magazines						
6.7 Listening text from newspapers							

Part II: Questions related to Students' challenges in listening class. For item 7 Please tick x in the column which is true to you

7	Challenges in learning listening skills (Students' Potential problems in listening class)	Options					Remark
		Str. agreed	Agreed	Undecided	Disagreed	Strongly disagreed	
	7.1 Poor motivation						
	7.2 Quick speed of the speaker						
	7.3 Limited vocabulary						
	7.4 Inability to concentrate						
	7.5 Class size						
	7.6 Physical setting						
	7.7 Scarcity of listening materials						
	7.8 Unfamiliarity with listening strategies						
	7.9 Noise						

8, How often does your English teacher evaluate your listening skills?

A, always B, often C, sometimes D, rarely E, never

9, How do you rate your English listening skills?

A, excellent B, very good C, good D, average D poor

Appendix B

Classroom Observation Checklist

Jimma University College of Social Sciences and Humanities Department of English

Language and Literature

The main objective of this classroom observation is to assess EFL teachers' and students' practices and challenges in teaching and learning listening skills in grade 11.

General information

School----- Date ----- grade and section -----

Teacher's code ----- Period..... Observation round.....

Topic -----

Numbers of students Male----- Female -----Total -----

No	(Teacher's and students' activities and behaviors to be checked)	Options		
		Yes	No	Comment
1	pre listening (planning strategy)			
1.1	Does the teacher give clear instruction on what the students do in listening practice?			
1.2	Does the teacher teach some key words used in the text before they listen?			
1.3	Does teacher require students to relate and use their prior knowledge pertinent to the listening text?			
1.4	Does the teacher give pre listening questions?			
1.5	Does the teacher make students to predict what they are going to listen?			
1.6	Does the teacher set purpose to the listening task?			
1.7	Do the students brainstorm idea about what they are going to listen?			
1.8	Do students predict what they are going to listen?			
1.9	Do students actively take part in the pre-listening activities?			
2	while listening (monitoring	Options		

	strategy)	Yes	No	Comment	
	2.1	Does the teacher ask students take note while listening?			
	2.2	Does the teacher ask students guess the meaning of new words?			
	2.3	Does the teacher Provide gap filling activities?			
	2.4	Does the teacher make students answer comprehension questions while listening to the text?			
	2.5	Does the teacher make students listen to the listening text?			
	2.6	Does the teacher make students listen the text more than once?			
	2.7	Does the teacher make students listen for the main idea?			
	2.8	Does the teacher make students to listen for specific information?			
	2.9	Do students complete charts/ table while they listen?			
	2.10	Do students attentively listen to the listening text?			
	2.11	Do students take note while they listen?			
3		post listening (evaluating strategy)	Options		
			Yes	No	Comment
	3.1	Does the teacher let students be in group or pair to make discussion?			
	3.2	Does the teacher ask comprehension questions?			
	3.3	Does the teacher give appropriate feedback?			
	3.4	Does the teacher engage students write a summary of what they listened?			
	3.5	Do the students write a summary of what they listened?			
	3.6	Do the students answer comprehension questions?			
	3.7	Do students actively take part in group or pair discussion?			
	3.8	Do students ask questions and give answers and comments?			
4		The type of text / material chosen for teaching listening skill goes with students':	Yes	No	Comment
	4.1	Age			
	4.2	language level			

4.3	Interest			
5	Is different way of practice provided to meet students need and maintain their interest?			
6	The kind of task fit with the objective of the listening lesson?			
7	Is different teaching strategies/techniques used in the teaching learning process?			
8	Is there real life listening situation?			
9	Is the environment appropriate enough for the teaching learning of listening skills?			
10	Was students' progress monitored during the practice session?			
11	Did Students actively participate in the teaching learning process?			
12	Did the listening practice accomplish its goal?			

Appendix c

Teacher's Interview

Jimma University College of social sciences and Humanities Department of English Language and Literature

Dear teacher the main objective of this study is to assess grade 11 English teachers' and students' practices and challenges in teaching and learning listening skills. Therefore, the researcher kindly requests you to give genuine responses to the questions that follow.

Thank you very much for your cooperation!

Teacher's background information:

Sex: male ----- female ----- School ----- Code given to the teacher -----

Qualification: 10+1 ----- Diploma ----- BA Degree ----- MA Degree-----

Teaching Experience: 1 year----- 2year----- 3year----- 4year----- 5 year----- above 5 year-----

1, How much time do you spend to teach listening skills on average per unit? -----

2, What kind of listening tasks do you provide for your students? -----

3, What are the activities you provide in the pre listening stage?

4, What are the activities you provide in the while listening stage?

5, What are the activities you provide in the post listening stage?

6, What are teaching aids you use to teach listening skills? -----

7, Do you use listening tasks as suggested in the English text book? If yes, to what extent? If not, why not? -----

8, What are teacher related factors that hinder the teaching of listening skills?

9, What are students related factors that hinder the teaching of listening skills? -----

10, What are environmental factors that hinder the teaching of listening skills? -----

11, Do you think the teaching learning process of grade 11 listening skills is effective (yours)? why? why not? -----

