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EFL TEACHERS' PERCEPTION, PRACTICES AND CHALLENGES  
INTEACHING LISTENING SKILLS:  
THE CASE OF ABDI BORI HIGH SCHOOL

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An Investigation of EFL Teachers' Perception, Practice and Challenges  
in Teaching Listening Skills: The case of  
Abdi Bori High School

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**Declaration**

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

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**Confirmation**

As thesis research advisor, I hereby certify that I have read and evaluated this thesis prepared under my guidance, by Zelalem Tesfaye, entitled ‘An Investigation of EFL Teachers’ Perception, Practice and Challenges in Teaching Listening Skills: Grade Nine in Focus,’ and I recommend that it will be accepted as fulfilling the thesis requirement for the degree of MA in Teaching English as a Foreign Language (TEFL).

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## Table of Contents

| Contents   | Page |
|--|------|
| Declaration.....   | ii   |
| ACKNOWLEDGEMENTS.....  | iii  |
| Table of Contents.....   | iv   |
| List of Tables.....  | vi   |
| List of Figures.....   | vii  |
| LIST OF ACRONYMS.....  | viii |
| ABSTRACT.....  | ix   |
| CHAPTER ONE: INTRODUCTION.....   | 1    |
| 1.1. Background of the Study.....  | 1    |
| 1.2. Statement of the Problem.....   | 3    |
| 1.3. Objectives of the Study.....  | 5    |
| 1.3.1. General Objectives.....   | 5    |
| 1.3.2. Specific Objectives.....  | 5    |
| 1.4. Research Questions.....   | 6    |
| 1.5. Significance of the Study.....  | 6    |
| 1.6. Scope of the Study.....   | 6    |
| 1.7. Limitation of the Study.....  | 6    |
| CHAPTER TWO: REVIEW OF RELATED LITERATURE.....                               | 7    |
| 2.1. Theoretical Frameworks of teaching Listening.....                       | 7    |
| 2.2. Empirical Studies.....  | 10   |
| 2.3. Listening Comprehension.....  | 11   |
| 2.4. Listening in the Secondary EFL Classroom.....                           | 12   |
| 2.5. Listening Types.....  | 14   |
| 2.6. Listening Materials and Activities.....                                 | 15   |
| 2.7. Effective Teaching of Listening.....                                    | 16   |
| 2.8. Stages in Teaching Listening Comprehension.....                         | 18   |
| 2.8.1. The Pre-Listening Stage.....  | 18   |
| 2.8.2. While Listening.....  | 18   |
| 2.8.3. Post-listening Stage.....   | 19   |
| 2.9. The Role of the Teacher in Supporting Listening with Understanding..... | 20   |

|   |   |    |
|---|---|----|
| 2.10.   | Providing Support and Varying the Learning Context .....                                  | 20 |
| 2.11.   | Challenges Related to Teaching Listening Skill .....                                      | 21 |
| CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY .....        |   | 22 |
| 3.1   | . Design of the Study.....  | 22 |
| 3.2   | Participants of the Study .....   | 22 |
| 3.3.  | Sample Size and Sampling Technique.....   | 22 |
| 3.4.  | Data Collection Tools .....   | 23 |
| 3.4.1.  | Questionnaires.....   | 23 |
| 3.4.2.  | Interview .....   | 24 |
| 3.4.3.  | Classroom Observation .....   | 24 |
| 3.4.4.  | Document Analysis.....  | 24 |
| 3.5.  | Data collection Procedure .....   | 25 |
| 3.6.  | Methods of Data Analysis.....   | 25 |
| 3.7.  | Validity and Reliability.....   | 25 |
| 3.7   | Ethical Consideration.....  | 26 |
| CHAPTER FOUR: RESULTS AND DISCUSSIONS .....                 |   | 27 |
| 4.1.  | Demographic characteristics of the respondents.....                                       | 27 |
| 4.2.  | Result and Discussion .....   | 27 |
| 4.2.1.  | Teachers perception towards teaching listening skill.....                                 | 28 |
| 4.2.2.  | The Practice of Teaching Listening Skill in line with its Strategies .....                | 31 |
| 4.2.3.  | Major Challenges That Teachers’ Face in practice of Listening Skills in EFL Classes ..... | 34 |
| CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS..... |   | 41 |
| 5.2.  | Summary of Major Findings.....  | 41 |
| 5.3.  | Conclusions.....  | 43 |
| 5.3.  | Recommendations.....  | 44 |
| References.....   |   | 46 |
| Appendix II: .....  |   | 54 |
| Appendix III:.....  |   | 55 |
| Appendix IV: .....  |   | 56 |
| Appendix V:.....  |   | 57 |

## List of Tables

| <b>Table</b>   | <b>page</b> |
|--|-------------|
| Table 4.1: Respondents 'Demographic Characteristics .....              | 29          |
| Table 4.2: Practices of teaching listening skill .....                 | 33          |
| Table 4.3: Challenges related to teachers Proficiency.....             | 35          |
| Table 4.4: Challenges related to teachers` classroom environment ..... | 38          |
| Table 4.5: Observation check list .....                                | 41          |

## List of Figures

| Figure                                  | page |
|---|------|
| Problems of teachers proficiency.....   | 38   |
| Problems of classroom environment ..... | 40   |



## **LIST OF ACRONYMS**

|      |  |
|------|--|
| ELT  | English Language Teaching              |
| EFL  | English as a Foreign Language          |
| FL   | Foreign Language                       |
| SL   | Second Language                        |
| TPR  | Total Physical Response                |
| TEFL | Teaching English as a Foreign Language |

## ABSTRACT

*Based on the experience and observations of the researcher, the teaching of listening skill in schools in general and in secondary schools in particular seems not practiced well Teachers perception on this skill is not encouraging, for instance, Therefore, the objective of this study was to investigate teachers` perception on teaching listening skill, practice of teaching listening skill and challenges in teaching listening skill in secondary schools with specific reference to Abdi Bori Secondary School found in Mettu town. To this effect, the researcher focused on the practice of English language teachers in teaching listening skill in terms of employing listening strategies and sub listening skills. Descriptive case study design involving both qualitative and quantitative research approaches was employed. To get data on each question, from 496 students 222 grade nine students and 6 English language teachers were selected through random sampling and purposive sampling technique respectively. The data gathering tools were: questionnaire for students, classroom observations and interview for English language teachers and document analysis were used. To ensure the validity and reliability of the tools, a pilot study was conducted using the students at the same grade. The data obtained through questionnaire was analyzed quantitatively while the rest were used qualitatively. The findings of the study revealed that the English language teachers failed to employ appropriate strategies in teaching listening skill, and did not make student practice well the listening skills; the English language teachers employed the while listening stage to some extent, but they did not use the pre listening stage and the post listening; the English language teachers failed to use appropriate listening materials. In addition, lack of proficiency from teachers, poor background from students, lack of teaching materials and limited activities in text books are the major challenges observed.*

*Keywords: Perception, practice, Challenges listening skill*

## **CHAPTER ONE: INTRODUCTION**

The study focuses on investigating teachers' perception, practices and challenges in teaching listening skill in the context of current English language teaching. This chapter provides the background of the study, the statement of the problem, the objectives of the study, significance of the study, scope of the study, and limitations of the study.

### **1.1. Background of the Study**

English is considered one of the most important languages to learn or acquire as it is considered the lingua franca of the world and was used by 1.5 billion people worldwide by the year 2000 (Crystal, 2003, cited in Sah, F.M., & Schach, P. M. (2020). To be fluent in the language it is necessary to be fluent in all language skills (reading, writing, listening and speaking), but listening is measured as the most determining skill as the student needs 45% of the language skills from the listening (Renukadevi, 2014).

Implementing a new curriculum does not necessarily mean that classroom behavior will change (Harrison, 1996). Innovation in language teaching is often hampered by a lack of explicit illustration of good practice. Usually, behind the innovation of programs and teaching materials, there is an underlying desire to change teachers perception. The new ideas curriculum designers and materials authors that they present will need to be adapted by teachers before they can be used in specific teacher education learning situations. In-service training for teachers, innovation alone cannot bring about the desired changes in the pedagogical practice of teaching language skills. Teachers should be helped "to explore the implications that innovations may have on their previously established classroom routines and on teachers' behavior and perceptions and related practices, and then adapt them to their particular circumstances" (Palmer, C. 1993 p. 166).

Otherwise, even experienced teachers may struggle with established teaching styles and perceptions of what is and is not possible in their classrooms. In this regard, Nunan (1989) explains that learning experiences in the classroom are more important than statements of intent in determining the outcome of language learning. In other word regarding this point Widdowson (1990) also states that changes to a program need not impact learning in teachers' perceptions in actual classroom practice. They will only do this if they encourage the teacher to introduce methodological innovations in the classroom that are somehow consistent with

the conceptions of content and order proposed in the new programs and the multiple uses of listening-teaching strategies.

(Palmer, 1993,) also pointed the same idea by saying “No matter how much intellectual energy is put into inventing new methods (or new approaches to program design, and so on), what really matters is what it happens when teachers and students meet in the classroom.”(p166). These views imply that what teachers actually do in their classrooms plays a decisive role in the success of a learning process that result from the perception of teachers managing their practices.

Like other areas of language teaching and learning, research has led to some changes in teachers' listening comprehension principle in the context of teaching English as a foreign language. There is a growing interest in education based on the strategy of four skills, in particular receptive skills, reading and listening. Field (2002) argues that while theories favor or strategy-based instruction of listening comprehension, teachers in general still tend to test listening rather than teaching it. Field adds that the practice of listening a lot should be supported by teaching learners how to listen; giving our students teacher-led practice is one of the best ways to improve listening skills in English. Students with good listening skills will be able to participate more effectively in communicative situations. The other point is the content of the listening text in accordance with the teaching procedures. Ur (1984) suggested three important points to consider when preparing for listening exercises: (1) The type of real-life situations we are preparing students for (2) The specific difficulties students are likely to encounter and the need of practice to overcome them (3) The nature of the pedagogical learning process in the classroom includes physical, technical and pedagogical considerations (p.22).

The practice of EFL teachers, which is influenced by teachers' perception, has a great influence on the success of the teaching learning process (Nunan, 1998). Listening skill is such important skill from the four skills, listening comes before the other three skills (speaking, reading and writing) (Cook, 2001). It helps students understand and produce the language. It is the essential skill that continues throughout students' academic development. It is also the language skill that most commonly used in the classroom. In addition, it plays an important role in the development of students in the other three skills (Bozorgian2014).

Scholars in the field of literature, emphasizing that the role listening skills to be acquired as an input as a basis for other skills academic success, but still listening lessons are not

appreciated, even if the curriculum provides for it. Additionally, many learners currently have no listening skills and are inactive to respond to listening. Lynch (2009) suggested the need to improve teaching practices for listening comprehension by identifying and defining specific strategies and skills. In Ethiopia, English remained as an academic language at the secondary and tertiary levels. Because listening skill plays an important role in enabling students to interact intelligibly and improve in other academic areas, they are taught alongside other English skills in the English curriculum. But it seems that listening lessons don't require as much attention which could be a factor for the problem to teachers' perception on teaching listening skill.

Hence, most previous studies have focused on student listening performance. However, little researches were conducted on the extent to which teachers implement listening activities in the classroom, so it needs investigation. For example, Emnet (2015) the activities in the students' textbook and teacher manual are not fully supported by essential information about their nature and the way they apply listening skills in practicing English teaching is different. This is why Jeon (2005) argued that any approach by itself does not necessarily guarantee its successful implementation unless issues related to teachers' perception, implementation of the 'approaches well as the challenges they face in practicing.

## **1.2. Statement of the Problem**

In English language teaching, listening is considered as one of the most important skills. But in practice it seems that, for a long time, the skill of listening didn't receive adequate acknowledgement as a skill in its own right, but rather was long "regarded as a passive skill. Goss (1982) defined listening as a process of receiving what is heard and analyzing into verbal units where meaning is then applied. Like other areas of languages teaching and learning, there are some changes in teaching listening skill in TEFL (Field, 2002). As this author described in the area of language teaching there is a growing interest in strategy-based instruction of the four skills, especially the receptive skills, reading and listening. Field (2002) complains that although theories tend to favor strategy based instruction of listening comprehension, teachers in general still tend to test listening rather than teach it. This skill needs much practice in order that it helps them for other skills development. Field adds that practicing a great deal of listening should be supported by teaching learners "how to listen." But doing this can have its own challenge and needs effort. The attitudes of language teachers

regarding listening result from the particular difficulties that they face while teaching listening in their classrooms. These challenges can also have links to the student difficulties in listening comprehension revealed in the literature (Rost, 2002).

On the survey research made in Gondar town primary school (grade 8), to identify teachers practice of teaching listening it is maintained that listening is not taught isolated, rather it is assimilated in to other skills having a few chance of practice (Muluken, 2008). . Recognizing this gap of practice was one of the main aims of this study. This means that lack of practice is the main challenge that needs to be studied under investigating teacher's perception, practice and challenges face in teaching listening skill.

In the diversified technique, teachers' and students' perceptions of the effectiveness of teaching listening comprehension to EFL students in three Ethiopian colleges were examined and the results revealed that teaching listening comprehension was generally poorly performed( Edaso, 2016).He added that the listening material used was not appropriate and not interesting to the students. This shows that the practice and perception of teaching listening is poor.

Andualem et al. (2017) examined EFL teachers' and students' attitudes towards English as a foreign language and the implementation of listening comprehension in secondary schools. The result showed that EFL teachers had a positive perception towards teaching listening skills, but less attention was paid to teaching the listening lessons provided in the student manual. Teachers were also found to play an insufficient role in encouraging students to learn listening skills.

There are several researchers who have studied the understanding of listening at different times in different contexts. Muluken (2008), Edaso (2016) found that researching listening emphasizes the other aspect of listening. However, as far as this researcher's knowledge is concerned, none of the researchers addressed teachers 'problems concerning their perception, practice or teaching challenges, rather problems related to students' listening skills. They did not raise the challenges teachers face in practicing listening.

Failure in English will not allow other subjects to be taught as this language is a teaching medium for all subjects in the case of Ethiopia in secondary schools with the exception of Amharic and other native languages like Afan Oromo in Oromia and Tigrigna in Tigray region and other. That is why the question prompts the researcher to conduct this research.

It is believed that students should develop academic listening skills while they are in school. They should be given a variety of listening exercises and trained to use effective listening strategies (Sah, & Shah, 2020; Hammers, 2001). The use of effective strategies of teaching listening skill is among the series challenges that teachers' face. Laut Sah, and Shah, (2020), the intrinsic motivation of students is explained by their perception of the relevance of the skill, tasks and texts in relation to their needs in the school environment. Here Laut & Shah's focus was the perception of the students. It is worth mentioning some local researchers, like Berhanu (1993), who studied listening strategies in collaborative discourse and motivation in listening classes, respectively, have stressed the need for providing students with appropriate listening comprehension. Therefore, identifying and filling the gaps/challenges that teachers have in practicing the strategies will among the focus of this study.

The studies above have examined practice, students' perceptions and implementation of listening comprehension instruction by teachers. In addition, they focused on quantitative data from both teachers and students. The researcher strongly believes that teachers' perception and practices in teaching EFL in general, and in teaching listening skills in particular, has a direct impact on the effective implementation of the skill and that it needs also qualitative data in addition

So, investigating the EFL teachers' perception, practices and challenges of teaching listening using both qualitative and quantitative data has great importance. In the area of second language listening, however, there is a lack of research into teacher thought, practice and challenges; a gap that the current study attempted to fill.

### **1.3. Objectives of the Study**

#### **1.3.1. General Objectives**

The main objective of the study was investigating EFL teachers' perception, practices and challenges in teaching listening skills in selected public secondary schools

#### **1.3.2. Specific Objectives**

Specifically, this research is intended to;

- Identify EFL teacher's perception of teaching listening skills.
- Examine whether EFL teachers' practices teaching listening skill in line with the strategies of teaching listening skills.
- Identify challenges EFL teachers' face when they teach listening skills in classes.

#### **1.4. Research Questions**

The study tried to address the following questions:

1. How do teachers' perceive teaching listening skills?
2. To what extent EFL teachers' practice teaching listening skill in line with the strategies of teaching listening skill?
3. What are the challenges do EFL teachers encounter while they practice listening skills?

#### **1.5. Significance of the Study**

The researcher believes that the findings of this study contribute in creating awareness for classroom teachers so that they can evaluate their own and the materials they use for teaching listening. It also helps material developers to make some improvements in the materials design and development for teaching listening comprehension skills. Moreover, the researcher believes that it is useful to students to develop their awareness of the importance of listening comprehension activities and for other researchers as a background who want to use the findings for further study in the area.

#### **1.6. Scope of the Study**

The study was delimited to Abdi Bori High School which is one of the government high schools found in Mettu Town Illu Abba Bor Zone. It deals grade nine students and EFL teachers at Abdi Bori in 2021/2022 academic Year. It has given attention on investigating teachers' perception, practices and challenges they face in teaching listening skill in EFL classes. So, the researcher worked had to develop capacity and filled the research gap.

#### **1.7. Limitation of the Study**

The goal of this research was to investigate teachers' perception, practices and challenges in teaching Listening in EFL classes focusing on grade nine students and EFL teachers. It is more pertinent and reliable information has grown if inclusion of population size is more. For the current study, only purposive sampling technique was used and it focused in one school. Since the number of the sample is small, interview was used to gather information from the teachers about their perception.



## CHAPTER TWO: REVIEW OF RELATED LITERATURE

### 2.1. Theoretical Frameworks of teaching Listening

Listening is a crucial element in language skills; however, it received far less emphasis than the other three (reading, writing and speaking) in foreign language classes. Nunan (1997) even defines listening as "Cinderella's ability" because she neglects to talk about her "sister", despite her crucial role in linguistic performance. It attributes the neglect of listening to the small percentage of listening comprehension sections in language textbooks, as well as the lack of available material specifically developed and aimed at teaching listening skills. Purdy (1997) also defines listening as 'the active and dynamic process of attending, perceiving, interpreting, remembering, and reacting to the communicated (verbal and nonverbal), needs, concerns, and data offered by other people.'

According to Kintsch, (1988), there are different models to understand the message from any source through speaking. These are: The situational model, the landscape model, the build-integrate model, and the constructivist model. The situational model is the mental representation of what a text is talking about (Kintsch, 1988) or "the micro world the text is talking about" (Graesser et al., 1997, p. 167), and includes the representation of multiple aspects such as space, time, causality, intentionality (or objectives) and characters and objects (Graesser et al., 1994; Zwaan&Radvansky, 1998). Below is a description of some important models for understanding the text: the constructive integration model, the constructivist model and the landscape model. So, this model focuses on what the text is about and its aspects given meaning like space and time.

The other model discussed in this material the build-integrate model which was proposed and refined by Kintsch and colleagues (Kintsch, 1988, 1998,). As its name suggests, this model assumes that text comprehension involves two phases, the construction and the integration of propositions. The one who understands builds the first elementary propositions based on words and phrases in the text. These initial propositions must therefore be integrated with the propositions of the previous parts of the text and, ultimately, through the text and with basic knowledge. This view presents how students can build a meaning from what they were listened.

In addition, there is the constructivist model (Graesser et al., 1994) which has similar view to the constructive integration model. However, an important difference is that according to this

model the generation of inferences occurs mainly through the search (or effort) of the understandable by meaning, a propositional activity, of effort, while in the model of constructive integration the generation of inferences is automatic. The principle of the search for meaning is based on the following three assumptions: (1) the representation of the meaning of understanding is based on its goals, (2) the representation of meaning is coherent locally and globally; and (3) the subject wants to know the causal connections in the texts (example actions and events). As this view shows to have the message of any information received through sensation there should be the investor's engagement with the text to build a coherent meaning, that is, the search for meaning.

The other model focus on memory based is the landscape model /interactive view/ which was developed by van den Broek and colleagues is an attempt to incorporate memory-based and constructionist frameworks (van den Broek, Rapp& Kendeou, 2005). This model is similar to the construction integration model, but explicitly specifies how the construction and integration processes interact and influence each other and how they lead to the situation model. Memory processes are "autonomous and passive" while constructivist processes are strategic and laborious. According to the landscape model, memory-based and constructivist processes must occur simultaneously during text comprehension. An important concept in the interplay of memory-based and constructionist processes are the norms of coherence. Note that text comprehension models have been studied primarily in the context of "reading comprehension". Studies indicate that listening comprehension and reading comprehension use the same processes, especially in proficient readers (Kim & Phillips, 2015a), and that components of reading comprehension for children (e.g., 2nd grade year and above; Cain et al., 2004; Cromley&Azevedo, 2007) are similar to those that contribute to listening comprehension (Florit et al., 2009). This shows that they have similarity in the implementation process for these ages and better to know the appropriate procedure according to the students` age standard and the skill needed.

For long years a listening skill did not have place and not considered as a necessary skill. Vandergrift, (2003) discusses as, second language teaching practices have, until recently, focused mainly on reading, writing, and speaking as the skills necessary in language acquisition. The importance of listening as a skill, in language learning was not recognized until "the early 70's, when work by Asher, Postovsky, Winitz, and later Krashen, brought attention to the role of listening as a key factor in facilitating language learning" (Vandergrift, 2011). So, this indicates that no significant attention was given for listening skill before. This

is because before the 1970's, this skill was only seen as a receptive skill in language learning (Johnson, 2008, p. 299) where students listened to repeat and develop a better pronunciation, (Vandergrift, 2011). At the time it was believed that students could acquire their listening skill by "osmosis" (Mendelsohn, 1984, as cited in Mendelsohn 1995).

The way the students were taught influences their language understanding. If given attention how they are learning it is mandatory to focus their listening skill that what leads their overall capacity of the language and other lessons. Rubin (1975) was the first researcher in the field of second language acquisition who saw a direct relationship between good language learners and learning strategies. Rubin (1975) concluded that good language strategies produce good language learners. Other studies after Rubin, such as Naiman, Fröhlich, Stern and Todesco (1978), further concluded that good learning strategies were related to effective listening acquisition skills (Chamot, 1995, p. 14). However, at the time, it was observed that strategies that learners use in their first language did not necessarily work the same way when learners adopted them when learning a second language. Mendelsohn (1984, 1994, as cited in Chamot 1995) explains this phenomenon by pointing out that what works in first language might not necessarily work in second language learning. Chamot, (1995) stated this issue as:

*The previous studies on learning strategies were based on Krashen's theory of second language acquisition, where "second language learning occurred through implicit, unconscious processes activated by appropriate input" Krashen's input theory, however, was quickly questioned and rebutted as researchers began to observe that second language learners actively sought ways to improve their language learning experience. As a result, second language acquisition (SLA) studies shifted to looking at language learning from the cognitive learning theory perspective. Looking at listening from the cognitive theory perspective, Chamot (1995) further explains the concept of listening as a cognitive process in terms of stages where information, in the form of sound, reaches the listener's auditory and/or visual receptors, and is then filtered through the listener's short-term memory, working memory, and long term memory (p. 16).*

The other views stated in Buck, (2001) are Bottom-up and Top-down Views. As this document describes there are two main information processing views of listening comprehension. The bottom-up view of listening assumes that language processing occurs in a definite order, starting with the smallest meaning-carrying units continuing with the higher

stages of linguistic-meaning construction (Buck, 2001). From the bottom-up perspective, “the received message is analyzed at successive levels of organization –sounds, words, clauses, and sentences– until the intended message is arrived at” (Richards, 1990, p. 50)

In general, the above theoretical frameworks inform us which language and cognitive skills would play a role in listening comprehension. Some important skills that have received a lot of attention in these theoretical frameworks are cognitive skills such as memory (working memory and long-term memory), making inferences and monitoring understanding; and knowledge as background or knowledge of the world. These all views focused on the ways students can receive a message and use for long time in using for long term memory by taking from certain source through our sense like ears. End to make it meaning full as it was discussed in different views it is better to follow the techniques to be followed in teaching EFL in classrooms.

## **2.2. Empirical Studies**

There are studies that can provide information about what happens in listening comprehension, since each study included a limited set of variables targeting different accents in each study, and they do not include structure or language mechanism of these relationships systematically examined. That is, most of these studies focused on whether one or more basic skills were independently related to listening comprehension, after accounting for the other variables in the statistical model. However, the fact that a skill is not independently related to the outcome does not mean that the skill does not contribute to it. On the contrary, it means that its contribution is likely to be shared with other competencies included in the statistical model, and therefore its influence on results is likely to be indirect or mediated. A disadvantage of this approach (examining unique contributions using multiple regressions) is that indirect contributions of potentially very important skills are easily masked. For example, working memory has been hypothesized to be important for listening comprehension (Graesser et al., 1994; Kintsch, 1988), and Empirical evidence supports this hypothesis (Floit et al., 2009; Florit et al., 2013; Was &Woltz, 2007). Then, a critical question is whether its influence on listening comprehension is direct or whether its influence is partially or fully mediated by other skills such as vocabulary and reasoning (Florit et al., 2013).

Tewelde (1988) conducted a study on listening ability of the students and revealed that students had below the expected listening level required of them in understanding their

subject areas. Similarly, Seime (1989) studied the listening skill of college students and concluded that college students had below the level expected of them in understanding lectures on physics, chemistry and mathematics subjects. Though the above reviewed works revealed poor listening skill of sampled subjects, they did not specifically identify factors behind the problem. A study conducted by Haregewoin (2003) could be more informative in this respect. The author found out that teachers did not show any significant efforts to give pre-listening tasks or to provide students. In addition, as it was seen from data presentation and analysis, among 5 EFL teacher respondents from the interview, 4 teachers, it is possible to say that almost all teachers gave a negative response. In relation to this, they said that they have not taught each listening lessons given in the text.

It is essential to answer this question to better understand the pathways of influence. Recently, we have begun to address this question of direct and mediated relationships between multiple language and cognitive abilities – how these different language and cognitive abilities relate to each other and to listening comprehension. We used the multi-level representation framework - surface code, text base and situation model - and hypothesized that different levels of representation would require different language and cognitive skills. For example, the surface representation is a representation at a lower level than the situation model and therefore would not require the same language and cognitive skills as the situation model.

In summary, the results of the study suggest that multiple linguistic and cognitive abilities are involved in listening comprehension. Also, not all skills directly contribute to listening comprehension, but some skills are indirectly related to listening comprehension.

### **2.3. Listening Comprehension**

Listening is more than just listening. It includes both physical and mental processes, hearing and interpretation. Mental processes are both complex and unobservable. This has two consequences. First, we don't know exactly what's going on, and second, when listening fail, it's not always easy to know where something went wrong (Turner, 1995).

Listening is a process that allows the brain to construct meaning from the sounds it hears. However, it is an internal process that is not directly observable. This means that it is difficult to know whether the listener has effectively used the skill at the time of listening for a particular topic, what strategies are used and what difficulties the listener may encounter at

that time (Carpini (2018). The definition discussed from the point of view that listening is a passive skill in which the listener receives only a spoken message. Listening therefore remains the least understood and studied in the field of language teaching (Vandergrift, 1999).

Listening comprehension is also described by Morley (1991, p.90) as "an act of information processing in which the listener is involved in two-way communication, or one-way communication and / or personal dialogue communication". According to this scholar, bidirectional communication refers to interactive listening in which the chain of reciprocal speech between speaker-listener is clear to us. In one-way communication, on the other hand, auditory input comes from a variety of sources (e.g. lectures, news, broadcasts, religious services, and films). The listener listens to the speaker, but does not respond. Auto dialogue communication is one in which the listener takes on internal roles as "speaker" and "listener/reactor" in their own thought process without being aware of them.

Vandergrift's view of listening as a complex and active process is supported by other researchers. Rost (2001) and Cook (2001) argue that listening comprehension as a goal-directed activity involves both bottom-up and top-down processing believed to take place at different levels of cognitive organization: phonological, grammatical, lexical and propositional . In bottom-up processing, listeners care about the data in the incoming speech signals, whereas; in top-down processing, listeners use prior knowledge and expectations to create meaning. It could be "prediction and inference based on hierarchies of facts, propositions and expectations" (Morley, 1991, p.87).

From the previous explanation of listening, it is possible to state that understanding listening is a difficult task. It requires a lot of mental analysis on the part of the listener. Messages are interpreted using one's skills and knowledge from both linguistic and non-linguistic sources. In other words, it is very important to have good listening skills, social and cultural knowledge and basic knowledge (Carpini, 2018).

#### **2.4. Listening in the Secondary EFL Classroom**

The job of teaching young children is easier when learners are motivated and enjoy what they are doing. Related to this, Brumfit et al (1996,) state the following

*It is up to us (teachers) to ensure that the activities they participate in are interesting and/or fun. It also needs to be clear how much we want our children to listen in*

*English. We need to provide focused and carefully directed listening activities that ask learners to focus on specific points. We must ensure that children's learning is supported wherever it is needed (P.158).*

Studies on class interaction show that children spend a large part of their time listening to the teacher, with each other or with prescribed equipment. Whenever the teacher uses English to explain something, give instructions, tell a story or read someone; He / she makes hearing requirements for students. Problems are likely to arise if teachers do not teach children to listen so that they can meet these requests effectively Brumfit et al (1996).

Often, listening assignments ask children to demonstrate their understanding in question and answer sessions. These types of activities simply encourage children to remember what they just heard and tests remember it rather than understand it. McDonough (1981) writes on this point: "It is commonplace to point out that the technique of asking questions after a reading or listening task is a testing technique and not a learning technique."

The practice of asking children to listen with no support other than questions to be answered after the listening has many drawbacks. It focuses too much on testing comprehension or memory rather than encouraging children to develop strategies for meaningful copying. Teachers tend to take one of two approaches to the place of listening in the curriculum. The first sees listening as part of a range of activities integrated with other skills work. For example, children may hear a dialogue with a clear grammar focus on tape or read aloud by the teacher in preparation for self-reading to practice specific grammar patterns (Brumfit et al. (1996), Atkins et al. (1995) and Turner, K. (1995). Carpini D (2018). reported in Brumfit et al. (1996 p.159) refer to the above type of material as additional listening, as it is normally structurally, functionally or thematically linked to the planned focus of the language learning of the lesson.

The second considers listening as part of a series of activities that are not necessarily closely integrated with the learning of another language by children. This is called "standalone" listening practice and can take the form of specially produced listening exercises (Brumfit et al. 1996 p.159). Whether listening is seen as complementary or stand-alone, from the teacher's perspective, the importance given to listening depends on how children learn a foreign language. Brumfit et al. (1996, p.160) distinguished three points of view on this topic:

1. One view stems from the idea that language is a linear process and that listening gives the learner the confidence to speak. These two skills of listening and speaking form the background for later teaching of reading and writing skills. The linguistic content of the listening activities is carefully monitored so that it is at the current level of children's language learning.
2. The second point of view sees language learning as an understanding process in which listening can be seen as the primary source of linguistic experiences. Therefore, the first exposure at T2 is intended to provide students with success in understanding the spoken language, but not in producing it. Some of the linguistic content in this case may be offered at a slightly higher level than the stage reached by the children.
3. The third perspective sees language learning as an integrated process, with the four skills being developed in parallel from the start. In this method, learners are encouraged to make connections between skills so that practicing one can reinforce another. They are also developing a more holistic view of L2 use.

Although the three viewpoints are applied in different circumstances, the integrative approach to listening seems to make a lot of sense for primary education (Brumfit et al. 1996). Vandergrift (1999, p.170) reinforces this view as follows: "Listening comprehension is a highly integrative skill. It plays an important role in the language learning/acquisition process and facilitates the development of other language skills.

## **2.5. Listening Types**

Various researchers classify listening by considering cognitive process, listening goals, listening context, types of inputs to cognitive processing, and types of listening activities. For example, Carpinì (2018) classifies listening as reciprocal and non-reciprocal.

For Various researchers mutual listening refers to listening activities that give the listener the opportunity to interact with the speaker and negotiate the context of the interaction while non-reciprocal listening refers to a one-way process in which information is transferred only by the speaker as in listening to conferences, news, public announcements which are examples of non-reciprocal listening.

For his part, Schmidt (2016) distinguishes listening into four classes of active listening, such as global listening, selective listening, intensive listening and interactive listening. Carpinì (2018) summarizes each trait as follows.



**Global Listening:** Thematic input on homework aims to help students construct a general meaning or gist of a text. Well-structured global listening exercises can be helpful in developing the ability to identify topics and transition points between topics.

**Selective Listening:** An informative contribution to homework is intended to help students extract specific information from texts, even if the texts themselves go well beyond the students' current level of language and content knowledge.

**Intensive listening:** formal input to homework aims to draw the student's attention to the characteristics of the language system once the textual meaning of certain contents has been established.

**Interactive Listening:** Developing Appropriate Responses: Focuses on helping listeners become aware of differences in the cultural styles of listeners' feedback and on options for providing that feedback. Knowledge of the listener's options and strategies can increase the effectiveness and ease of learners engaging in collaborative discourse.

These classifications of listening show that listening is an active and complex process that requires the use of different skills on the part of the listener. For the consumption of this research, the classifications of Richards (1985) and Rost (1990) seem more relevant.

## **2.6. Listening Materials and Activities**

According to Ur (1984), many listening exercises used in the classroom today are still based on formal spoken prose, even though most of the language heard is actually spontaneous and colloquial. She also notes that the type of listening exercises based on pre-suggested text read aloud by the teacher or on tape do not provide the type of exercise required. Students learn best when they hear language which, although not entirely authentic, is an approximation of reality and is designed to take into account the level of ability and particular difficulties of the learner (Ur, 1984). When planning listening exercises according to Ur (1984, p.22), the following points should be considered:

1. The kind of real-life situations we prepare students for.
2. The specific difficulties that students are likely to encounter and that require practice to overcome
3. The nature of the classroom learning process, including physical considerations such as classroom size and layout, number of students; technical such as the use of tape recorders

or other equipment; the pedagogical: how to improve students' motivation, concentration and participation; how to correct and give feedback, how to administer exercises efficiently and so on.

To teach effective listening in the L2 class, Nunan (1989) explains the factors that make listening comprehension easy or difficult. These are:

- The type of language students listens to
- The task or purpose of listening
- The context in which the listening takes place.

For his part, Morley (1991) argues that for students to be successful listeners, the teacher must set a listening goal, select and design appropriate listening materials and activities, taking into account age, interests and language skills of students. In other words, relevance, transferability, applicability and task orientation would be the three main principles for the development of listening materials and activities. Morley emphasizes that these principles are essential for engaging learners' attention and maximizing listening effectiveness. Therefore, both the content of the listening lessons, i. H the information as well as the result, d. H the nature or purpose of the use of the information, be as relevant as possible to the life and lifestyle of the learner (Morley, 1991).

## **2.7. Effective Teaching of Listening**

Language comprehension is generally considered to be part of an interactive process that arises from the complex interplay of the three main dimensions of interaction; the social, the cognitive and the linguistic (Brumfit et al. 1996). According to these researchers, the social dimension takes into account the fact that the interaction between people is the primary means of maintaining relationships and exchanging information. The cognitive dimension refers to the relationship between interaction and ideas; Children hear ideas, suggest their own ideas, and develop new ideas by talking and listening to others. The linguistic dimension refers to how participants interpret, predict and summarize the components of the spoken message.

According to Carpin D. (2018), the types of information sources used for understanding can be summarized under two main headings. These are:

- a. Knowledge of the content of the spoken message

- General knowledge of the processing of facts and information
  - Socio-cultural knowledge about the subjects and the participants in the interaction
  - Procedural knowledge of language use, eg knowing that questions usually require answers.
- b. Knowledge of the language used in the spoken message
- Recognize vocabulary and sentence patterns
  - Understanding of phonological characteristics such as stress, intonation and sounds

Drawing on this type of knowledge, listeners engage in the process of constructing a coherent interpretation of speech. This process, which involves the selection, interpretation and synthesis of feedback, emphasizes the active and personal nature of successful listening. Hence it is not appropriate to describe listening as a 'passive' skill; listeners actively participate in the interpretation of a spoken text as readers are active in understanding a written text (Brumfit et.al 1984, p.162)

Also, there must be a link between speaking and listening. That is, to be an effective participant in the interaction, the foreign student must develop skills in both speaking and listening. This interdependence, according to Brumfit et. Al. (1984) means that learners should have the opportunity to develop, practice and integrates both types of skills.

For Breen (1987, p. 126), effective listening instruction involves "procedures such as providing appropriate preparation, appropriate support, and appropriate assignments, as well as positive feedback, analysis of errors and corrective measures". It also points out those language teachers can give listening lessons effectively if they prepare well for teaching. That is study the text, identify and adjust the difficulty of listening tasks. Carpini (2018) formulates elements of effective listening education as follows:

1. Careful selection of input sources (suitably genuinely interesting, varied and stimulating)
2. Creative design of assignments (well-structured, with opportunities for learners to activate their own knowledge and experience and monitor what they are doing).
3. Help students apply effective listening strategies
4. Integration of listening with other learning objectives (with appropriate links for speaking, reading and writing)

Language teachers are therefore required to do the necessary preparation (forecasting the material, adapting it using complementary and alternative materials, planning suitable tasks. And they also provide the necessary support during classroom practice (Ur 1984, Harmer 2001, Vandergrift 1999). They also play a role in introducing strategies that students should use in listening lessons to understand spoken language (Holmes 2001). However, the practical applicability of all these measures depends very much on the qualifications of the teachers and their level of participation in continuous professional development (Palmer 1993).

## **2.8. Stages in Teaching Listening Comprehension**

Listening activities in general should consist of a few well-structured phases. These are the pre-listening, listening and post-listening phases (Rixon, 1986; Underwood, 1989; Yagang, 1993).

### **2.8.1. The Pre-Listening Stage**

Before listening to a particular listening text, students should do some activities that help them prepare for what they will hear.

In this regard, Lindsay and Knight (2006, p.49) argue that pre-listening activities should help students by focusing their attention on the topic, activating their knowledge of the topic, and making it clear to students what to do while listening. According to these scholars, students should discuss the topic or type of conversation with students, help students develop their vocabulary related to the topic, provide students with contextual information, such as who is speaking, where they are.

Similarly, Turner (1995, p. 12) states that pre-listening work involves setting the scene and preparing the ground linguistically and culturally before listening begins. Therefore, according to this scholar, a teacher should let learners know what the recording is about. Providing a title and/or brief summary, state a purpose for listening, indicate if you will listen to a monologue; a discussion

### **2.8.2. While Listening**

While-Listening activities can be briefly defined as any task that students are asked to do listening to the text. The nature of these activities is to help students hear meaning, which is to elicit a message from the spoken language. Listening exercises should be interesting and

challenging. They should guide students to process the information and messages in the audio text. Lindsay and Knight (2006, p. 52) provide that the students Listen and draw Listen and Match, Listen and order images or dialogue and Hear and follow a route on a map.

This is often referred to as total physical response (TPR). Ask learners to stand if, for example, their name contains an “a”, they are wearing a t-shirt; his birthday is in May and so on. Another good example of TPR is the Simon Says game. You can use this game to help learners practice attentive listening, body part vocabulary, or just to energize yourself in the middle of a lesson. This type of activity often appeals to children because it is fun and competitive. Keeping lessons lively and fun can be very motivating (Lindsay and Knight, 2006, p.52).

### **2.8.3. Post-listening Stage**

In real life, we mix and match skills all the time. Listening and speech are inextricably linked in young learning at first. We read and make comments during our daily life; we listen and write.

Therefore, the learning of the language we do by listening must be related to the learning of the language we do by speaking, reading or thinking. List activities can consolidate what has been heard through reading and writing, which are more self-directed and reflective activities (Rixon 1986, Underwood 1989, and Turner 1995).

Underwood (1989, p.74-75) argues that the purpose of post-listening activities is to Verify that students understand what they need to understand and that they have completed their listening assignments effectively, consider why some students misunderstood or missed parts of the message, give students the opportunity to deal with the attitude and style of speakers in the listening text; that’s to say. Expand the topic or language of the listening text and perhaps transfer what has been learned to another context.

Regarding the types of activities after listening, Atkins et.al 1995; Lindsay and Knight, 2006; and Yagang 1993) cited solve problems and make decisions, interpreters, role playing / simulation, study of new grammatical structures, practice pronunciation and put the items in the correct order.

While choosing activities suitable for these three listening phases important factors such as the time available, the material available, the skill of the class and the interests of the class must be considered (Haregewoin 2003, p.34)

## **2.9. The Role of the Teacher in Supporting Listening with Understanding**

It takes patience, imagination and skill to create an engaging environment for young learners to develop their listening confidence. The role of the teacher is very important in this regard. Regarding the role of a teacher in listening support, Brumfit et al. (1996, p. 172) and Vandergrift (1999, p. 172) found the following.

### **Plan listening and select appropriate texts and tasks**

Listening comprehension offers a multitude of exercises on certain linguistic points, e.g. B. Pronunciation, vocabulary, grammatical patterns and speech. Selected activities can also improve thinking skills and concept development, such as matching or predicting items.

To promote effective listening instruction, the teacher must develop an awareness of the listening needs and purposes of different types of texts and tasks. At the same time, the teacher must expand his repertoire of the types of spoken texts used to develop listening comprehension and the types of listening skills practiced. The type of text chosen to teach listening plays an important role. Therefore, the teacher's choice of text can be influenced by the age, language level and interests of the children; the specific language and focus on listening it wishes to provide and the extent to which listening is integrated into general language learning or perceived as a more separate activity.

The teacher must develop a feeling for which task corresponds to a certain type of text. These can include listening for the gist, listening for specific information, predicting, inferring attitudes, and constructing meaning from context. It is also equally important to be aware of the difficulty of the types of activities. For example, listening to the labeling of an image is easier than filling out a matrix, arranging statements or selecting the best summary of a story (Brumfit et.al 1996).

## **2.10. Providing Support and Varying the Learning Context**

A teacher can provide support by telling the student what their listening focus should be before listening to a text and other pre-listening orientation activities that generate interest and introduce important language elements or concepts.

In addition, it is important that teachers provide young learners with as much visual support as needed (Brumfit et al. 1996). As Rost (1990) adds, a teacher should provide students with appropriate instructions before the task and feedback after the task (Rost. 1990, p.171). If little published materials available the teacher himself can record the material and can adjust based on the diversity found in his class using his/her own creativity. Another advantage of teacher-generated materials is that they can be adapted to children's experiences or interests (Brumfit et al. 1996 and Turner 1995). Grant (1987) reinforces this view by stating, "There are many occasions when teachers may find it necessary or desirable to 'adapt, substitute, omit or add' to an exercise in the textbook.

To sum up, this study used the above mentioned literatures to support the issue with what scholars has approved before concerning the practice of listening skill, different approaches of teaching listening skill and theoretical background. Based on this, the study focused on variable such as teachers` perception, practice and challenges related listening skill.

### **2.11. Challenges Related to Teaching Listening Skill**

As Rahma, (2014) identified in his study, almost all the schools are in the rural areas. The teachers shared that in their schools there was no teaching materials for teaching listening skill. In some schools they had mobile phone and speakers to teach their students listening skill in the classroom which is given by a project named English In Action. Most of the school had only EFT books, chalk duster, picture etc. There are different challenges schools which face teachers while teaching listening skill. As discussed in Minwuyelet (2019) in the study he conducted the challenges which English language teachers were facing during practicing the teaching of listening skill were text books related problems, the students' low interest or attention towards the listening skill. In addition most of the time, the teaching and learning process are exam oriented, both teachers and students wanted to focus on other language skills like speaking, reading, writing which appear in their own sections of the class room and national examination. As different studies like Haregawoin (2003) also identified the interest of teachers is also another challenge. The other problems of listening skill are lack of motivation from both teachers and students.

In case of the challenges teachers face while teaching listening skill lack of proper preparation of text books and teachers guide are some of factors. According to Byrne (1988) the length of time given for practicing listening skill limits teachers to cover their content of; listening texts.

## CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

### 3.1. Design of the Study

The main purpose of this study was investigating teacher's perception, practice of teaching listening skills and the challenges they face at the selected high school. Descriptive case study research design was used as it allows the researcher to describe the current teachers' perception, practices and the challenges in teaching listening skill , and data were gathered from teachers and students concerning their perception, practices and challenges of teaching listening skill. In line with this, Kumar (2006) stated that descriptive case study serves as the direct sources of available knowledge regarding human behavior. Furthermore, the researcher organized and analyzed the collected data using quantitative and qualitative method.

### 3.2 Participants of the Study

Population is any group of individuals that has one or more characteristics in common that are of interest to the researcher (Best and Kahn, 1999). Hence as the major concern of the current study, the participants were EFL teachers and the students of Abdi Bori high school. Sample size was taken using different sampling techniques. Therefore, in this study, sampling issue was made on students as well as teachers. Thus, as far as the students are concerned there were 496 students (238 male, and 258 female) attending grade nine in the current academic year. There are Eight (five male and three female) EFL teachers in the school.

### 3.3. Sample Size and Sampling Technique

The Sample size of the respondents was determined using Yamane (1967) which provides a simplified formula to calculate sample sizes.

$$n = \frac{N}{1 + Ne^2}$$

Where  $N =$  Total population

$n =$  Sample size

$e =$  level of precision

$$n = \frac{N}{1 + Ne^2}$$
$$n = \frac{496}{1 + (496)(0.05)^2}$$
$$n = \frac{496}{2.24} = 221.42 \cong 222$$



Therefore, from the total 496 grade nine students 222 students were selected randomly as respondents. Concerning EFL teachers, from the total eight teachers six of them selected purposively for an interview. These six teachers were selected purposively based on the experience they have on teaching EFL.

The selection of students was done using random sampling technique; it gives the subjects, equal opportunity, to be selected. Kothari (1990, p. 60) “Random sampling from a finite population ... give search possible sample combination an equal probability of being picked up and each item in the entire population to have an equal chance of being included in the sample”.

### **3.4. Data Collection Tools**

In order to gather data, questionnaires, interview, classroom observation and document analysis were used. Four of the instruments were used to triangulate the information and to increase the credibility of the study. These instruments are more productive in generating information on language teaching-learning practices (Cohen and Minion, 1994). Accordingly, for the first research question the major data was gathered through interview from teachers. In addition, classroom observation was used to strengthen the interview. For the second and third research questions more weight was given to the questionnaire and substantiated with observation and document analysis.

#### **3.4.1. Questionnaires**

Questionnaire was developed by the researcher using the literatures for students to get data on practice and challenges. Kothari, (1990) emphasizes that questionnaire is an appropriate tool to collect data from large group of respondents in short period of time. Moreover, it is helpful to collect data where the respondents would not give response through other tool. As a result, questionnaire was used to gather data from students.

To gather data from the sample students, close ended questionnaire was designed and was translated to the students` mother tongue which is Afan Oromo and administered. In addition, the data collector oriented the students to give their genuine response while they fill the questionnaire. The questionnaire was used as main tool to collect data for the second and third research questions from students. But for the 1<sup>st</sup> question which is about teachers perception interview from teachers was used as main tool.

### **3.4.2. Interview**

An interview was made with EFL teachers in the school and used as main data source for the first research question. A semi structured interview was prepared based on the basic research questions. The researcher used a semi structured interview for it allows her to ask an additional question based on the response of the interviewee as long as it goes with the basic research questions. Kothari (1990) states the role of using a semi structured interview in the case of descriptive study.

### **3.4.3. Classroom Observation**

Non participant classroom observation was used to obtain additional evidence for all research questions. Scholars in the field of research explain that observation is used to collect online data, means that data is directly collected while the activity is going on. Bailey and D.Nunan says that it is helpful to collect primary data combining along with other tools. Therefore, classroom observation was used tool to investigate what actually happen in the classrooms during the teaching of listening, and to make sure whether the response provided for the questionnaire are reliable or not. There are five sections of Grade Nine in the school. Due to time constraints the researcher conducted observation using checklist for the matter of time in three classes for two times which was six rounds totally. The observation checklist was prepared based on the three research questions involving practices and challenges in EFL listening classes. Information from observation was cross checked against the data gathered through the other tools. The audio video of the observed classrooms was taken with the consent of the teachers.

### **3.4.4. Document Analysis**

Kothari describes document analysis as analyzing the contents of documentary materials such as books, magazines, newspapers and the contents of all other verbal materials which can be either spoken or printed Kothari, (1990). To have a clear picture of the perception and practice of teaching listening skills in the schools, the listening texts and the activities in the students' and teachers' books was analyzed through the use of document analysis as a data collection tool. This helps to examine the content of the listening material and the procedures proposed to teach them. The researcher developed the checklist himself. To carry out this, a content analysis checklist was prepared by the researcher using the literatures to get data about the nature and characteristics of the listening texts and activities.

### **3.5. Data collection Procedure**

The researcher used a formal approach for all concerned body in collecting the data as well as throughout the study procedure. After the approval of the research proposal, the researcher took the legal letter given from Jimma university to the school principal and introduced the objective of the study. Consequently, the researcher obtained permission from the school principal, and established a report with them; time arrangement has also done in collaboration with the principals and English teachers. To get adequate information from the subject of the study, the objective and purpose of the study was briefly discussed. First questionnaire distributed to the students. Then observation made to investigate what actually happen during the teaching of listening and to have a clear picture of perception and practice of teacher's document analysis was also made. Finally interview was made after identifying issues through questionnaire observation and document analysis.

### **3.6. Methods of Data Analysis**

The data for the study was collected from observation, document analysis, interview and close-ended questionnaires. Therefore, both quantitative and qualitative methods of data analysis were used. The close-ended items was analyzed by using quantitative method of data analysis in order to present and analyze the data using descriptive statistics such as frequency and percentage, using SPSS version 22. On the other hand, the interview, classroom observation and document analysis were analyzed by using qualitatively method of data analysis in narration and paragraphs. Data collected using observation and document analysis of students' and teachers were analyzed along with those data from questionnaire and was presented qualitatively.

### **3.7. Validity and Reliability**

Checking the validity and reliability of data collecting instruments before administering the actual study is very important to assure the quality of the data. Validity is a measure of how well a test measures what it is supposed to measure (Kothari 1990). On the other hand, reliability is the accuracy of the scores of a measure. Hence, the validity of the instruments was maintained by preparing the questions in sequential, clear, properly worded and unambiguous manner. Moreover, the researcher also checked the instruments with experienced colleagues to see such problems. In order to check how the items have the same

meaning for all sample respondents and to check the reliability of the questionnaire pilot study was carried out at another secondary school.

Based on this, to check how the items were valid and reliable, the pilot study was carried out by using 25 students those who were not included in the actual study. Accordingly the Cronbachs alpha level of items under each question was identified and become in acceptable range which is 0.75 and 0.81 for the questions respectively. The validity of the items was also checked and corrected when necessary. The corrections made include edit missing letters and adjusting the face validity.

### **3.7 Ethical Consideration**

In planning a research work involving human participants, it is important to consider the ethical guidelines designed to protect the participants (Best and Kahn, 1999). Hence, in this study a particular consideration was given to ethical principles that are developed by different researchers. Particularly, regarding informed consent, developing confidentiality and other related issues. First the researcher took a legal letter given from Jimma University to Mettu town education office, and then gave this formal letter written to the school included in the study. Therefore, the researcher confirmed the respondents to feel confident that the data they provide was used for academic purpose and will not be given for any third party or it is just confidential. On the other hand, since the respondents were busy for other activities in their school, the researcher made an appointment which was suitable for them. Other ethics related considerations like data collectors and interviewers dressing and interacting protocol were carefully respected. Finally, brief discussion and agreement was made and achieved the collection process.

## CHAPTER FOUR: RESULTS AND DISCUSSIONS

### 4.1. Demographic characteristics of the respondents

To examine the listening skill practice and challenges questionnaires were developed from

| No. | Variable        | Category | N   | %      |
|-----|-----------------|----------|-----|--------|
| 1   | Sex             | Male     | 134 | 60.3   |
|     |                 | Female   | 88  | 39.7   |
|     |                 | Total    | 222 | 100.00 |
| 2   | Education level | grade 9  | 222 | 100    |
|     |                 | Total    | 222 | 100.00 |

the literature and distributed to the respondents and the respondents' characteristics was described as follows in the next table

Table 4.1: Demographic Characteristics of the

respondents

Note: N= number

As observed from the above table the demographic characteristics of the respondents' are presented. As the table shows majority of the students were male 134 (60.3%) while the females were only 88(39.7%). For the qualitative data 6 teachers were included in the interview and all the selected teachers voiced.

### 4.2. Results and Discussion

There were three research questions developed to be answered for the current study. For the first question qualitative data was gathered through interview, document analysis and observation. For the rest two questions both qualitative and quantitative data were used. The quantitative data were gathered through questionnaire.

#### **4.2.1. Teachers perception towards teaching listening skill**

To answer the question related to teachers` perception, interview guide was developed and conducted from 6 English language teachers from the school under investigation. The interview questions are:

##### **a. What do you feel about the importance of listening skill in learning English language?**

For the first question which is about what they feel on the importance of listening skill in learning English language, all of the interviewed teachers replied that they think that improving listening skill can improve understanding of the subject in general. So, they replied that listening is the most necessary skill for students to obtain a better improvement in their learning. In the classrooms, as the interviewees replied they do their best to help students. One of the interviewees interviewed for 20 minute replied as:

*I believe that listening skill plays a vital role in understanding the whole subjects taught in the schools in general and English language courses in particular. Students who have a better listening skill can have a better achievement and vice versa. I am happy when my student hears, listens and capture what I have said. When they are passive it disturbs me the same is true for all the teachers.*

Teacher`s perception plays a vital role in helping students to learn and practice. Cook (2000) states that positive attitudes ease the learning process and help gain insight into the language learning and teaching process. As it was stated in Solak, (2016) listening has greater importance in teaching English and adds that listening comprehension is an extremely important part of a language learning phenomenon.

##### **b. How do you perceive teaching listening in the class?**

All of the teachers told that listening skill is important. Without being followed listening skill the students cannot be perfected in English language. By developing listening skill the students can develop their pronunciation which is very helpful to develop their speaking skill. Both the speaking and listening skill are important for communication. As the respondents answered they are not free and confident in listening contents. They mentioned that the contents in the text and teachers `guide are not so much guiding them to teach listening skill. Most of them replied that they are confused what technique to use to teach listening. They

also added that they use only reading text and asking question from the passage and witnessed that it does not initiate them and were not doing it openly.

**c. Do you accept teaching listening skill in classroom by using book and other materials?**

The interview was set to know whether the teachers have good perception on following the EFL book and other necessary materials to teach the students listening skill in the classroom. Among the 6 teachers interviewed most of them (4) replied that for teaching the listening skill most of the time they should not follow the EFL books. Only two of them answered that they use text books some times. Others replied that they use any passages from their mobile. Regarding teaching aids like tape recorder, cassette, and other related materials none of them accepted these materials and no attention given from while teaching. They simply read a certain passage and ask questions from the passage, this is what most of them replied. They did not pay attention for the necessity of other extra materials. They perceive as if the students cannot follow the tape recorder or cassette properly, so, as they replied, they do not focus on using it. This is for that they do not have appropriate perception for the value of teaching materials in teaching listening skill.

As one of the interviewee replied:

*When I teach listening skill, a little bit I do not make proper preparation regarding what type of material I have to use. Text books and teachers guide they do not provide enough activity which allows students to practice. So, I did not use any material while I teach. Most of the time, I read any passage from my mobile and ask them questions when I finish in order to check how they listened. In short, my perception towards using materials while teaching listening skill is limited.*

As different scholars indicate using different teaching materials can increase the engagement of the student. This can also maximize the initiation of teachers towards teaching this skill. Coocthe diversity of using methods of teaching, tools such as (cassettes, videos tapes and pictures) are authentic materials in teaching listening comprehension. Whenever there are various teaching methods and tools, the teachers desire to teach listening comprehension increase. The usage of oral and visual authentic text in the second language listening class becomes effective in ESL students' ability to become more interactive with the native accents related to authentic materials

**d. What do perceive about using the listening skill procedures while teaching?**

According to the teachers` response, all of them accept the benefit of applying the stages in the classroom and rose that they were following the procedures which are pre-listening, while listening and post listening stage as much as possible. None of the teachers interviewed do not have good perception to follow the procedures needed for listening skill. As they witnessed they were not following carefully the specific activities to be covered in each stage. Some of them also rose that lack of sufficient time can affect the implementation of these stages. Consequently, all of them shared that they didn`t have sufficient listening passage with them for new books. As a result, many of them were using the self-prepared material that was not related with the EFL listening. On the other hand, in some cases they were using the guide book where necessary. In addition, even though they know its importance the teachers were not well trained on listening skill. As a result, there is mismatch situation on using listening skill procedures in the classrooms. The interview made with one of the teachers was summarized as follows.

*In my class as much as possible I try to focus on while teaching procedure. But I did not focus on applying all of the three stages carefully it needs much time. No enough proper passage and activity which can encourage them to react was presented in the text books, so I use any passage to read and ask them questions without following the sequence of the procedures.*

As it is discussed in Hadijah&Sitti,( 2016,) listening activities do not only need the learners` ability in mastering basic language knowledge and knowing various issues, but they also have to prepare listening strategies in order to help them in figuring out some problems that they will face in the process of listening, for example; when the learners get difficulties to complete some listening tasks that relate to the students` listening comprehension skill, they may apply a strategy that can support them in completing the task. As it was observed from their response their perception using listening procedures is limited.

To get more additional evidence regarding perception of teachers on teaching listening skill classroom observation was conducted in three classes. Accordingly, the observation result showed that the perception of teachers regarding expecting students` improvement is very low. As it is observed teachers themselves were not initiated to teach listening skills and have low credit for it. In this case the teachers ask questions after reading certain passage, when the students are late in responding they give the answer for the question and proceed to the



other question. No chance was given to predict and guess the answer, rather teacher themselves provide response without expecting and allowing the students effort. The other point observed is lack of teachers` attention to motivate students listening. They do not focus on students` engagement, so, the students give no proper interest to attend the passage and also they do not give attention for the questions raised by the students.

Regarding teachers `perception on application of listening procedures there was no proper follow up of the stages. They do not follow and provide related activities of each procedure. They read passage and ask question from the passage. No sufficient opportunity given to extract their own knowledge by giving chance to predict vocabularies and other activities. In addition, no related teaching materials were used in the classrooms observed. They read passage from mobile, or books only, and this can never motivate equally. Their perception on finding other proper teaching aids was also very low. In his study Minwuyet, (2019) identified the same finding that the teachers` low interest to teach the listening skill was also a considerable problem of teachers in practicing teaching the listening lessons.

**e. How do you observe the role of training/ service year for teaching listening?**

All of the respondents replied that the problem of the teachers is lack of appropriate awareness for teaching this skill. They believe that training can improve their current practice. As they answered the gap between teachers depend on the understanding of the content, so, if teachers have additional awareness creation programs it is important to deal more on this skill. The document analysis also showed that even though there are no sufficient activities in the text books, there was no much effort made by the teachers to fill this gap. They did not try to use other options to facilitate the teaching learning process of the listening skill.

**4.2.2. The Practice of Teaching Listening Skill in line with its Strategies**

To analyze this question, questionnaire was developed and distributed for 222 students, and it was displayed accordingly as follows.

**Table 4.2: The practice of teaching listening skill in line with its strategies**

| No.                       | How much do your EFL teachers practice these items while teaching listening English                                |           | Never | Sometimes | Often | Usually | Total |
|---------------------------|--|-----------|-------|-----------|-------|---------|-------|
| 1                         | The teacher Introduces the listening lesson by giving hints  | Frequency | 17    | 109       | 58    | 38      | 222   |
|                           |  | Percent   | 7.7   | 49.1      | 26.1  | 17.1    | 100   |
| 2                         | The teacher lets us discuss on the topic of the listening lesson in pairs/groups before listening to the text      | Frequency | 19    | 114       | 44    | 45      | 222   |
|                           |  | Percent   | 8.6   | 51.4      | 19.8  | 20.3    | 100   |
| 3                         | The teacher tells us the purpose of each listening exercise  | Frequency | 21    | 117       | 44    | 40      | 222   |
|                           |  | Percent   | 9.5   | 52.7      | 19.8  | 18      | 100   |
| 4                         | The teacher encourages us to predict what the listening text is about before listening                             | Frequency | 20    | 106       | 59    | 37      | 222   |
|                           |  | Percent   | 9     | 47.7      | 26.6  | 16.7    | 100   |
| 5                         | The teacher explains key terms in the listening text before listening  | Frequency | 19    | 114       | 55    | 34      | 222   |
|                           |  | Percent   | 8.6   | 51.4      | 24.8  | 15.3    | 100   |
| 6                         | The teacher informs us to read the exercise before listening to the text   | Frequency | 20    | 108       | 64    | 30      | 222   |
|                           |  | Percent   | 9     | 48.6      | 28.8  | 13.5    | 100   |
|                           | Average of Pre listening items   | Percent   | 8.7   | 50.2      | 24.3  | 16.8    | 100   |
| 7                         | The teacher tells us to copy the listening exercise  | Frequency | 19    | 114       | 55    | 34      | 222   |
|                           |  | Percent   | 8.6   | 51.4      | 24.8  | 15.3    | 100   |
| 8                         | The teacher informs us what to focus on while listening  | Frequency | 31    | 116       | 21    | 54      | 222   |
|                           |  | Percent   | 14    | 52.3      | 9.5   | 24.3    | 100   |
| 9                         | The teacher reads the listening passage aloud  | Frequency | 53    | 114       | 41    | 14      | 222   |
|                           |  | Percent   | 23.9  | 51.4      | 18.5  | 6.3     | 100   |
| 10                        | The teacher allows us do the exercises   | Frequency | 41    | 32        | 134   | 15      | 222   |
|                           |  | Percent   | 18.5  | 14.4      | 60.4  | 6.8     | 100   |
| 11                        | The teacher makes us guess meanings of new words while listening   | Frequency | 32    | 84        | 43    | 63      | 222   |
|                           |  | Percent   | 14.4  | 37.8      | 19.4  | 28.4    | 100   |
| 12                        | The teacher guides and helps us while doing in pairs/ groups   | Frequency | 28    | 95        | 43    | 56      | 222   |
|                           |  | Percent   | 12.6  | 42.8      | 19.4  | 25.2    | 100   |
|                           | Average of While-listening   | Percent   | 15.3  | 41.7      | 25.3  | 17.7    | 100   |
| 13                        | The teacher encourages us to express/reflect experiences/ opinion related to the listening text                    | Frequency | 31    | 80        | 42    | 69      | 222   |
|                           |  | Percent   | 14    | 36        | 18.9  | 31.1    | 100   |
| 14                        | The teacher provides us with reasonable feedback /correction (not simple answers/                                  | Frequency | 44    | 111       | 6     | 61      | 222   |
|                           |  | Percent   | 19.8  | 50        | 2.7   | 27.5    | 100   |
| 15                        | The teacher extends the listening lesson to writing, speaking or reading exercise related to the listening passage | Frequency | 64    | 40        | 11    | 107     | 222   |
|                           |  | Percent   | 28.8  | 18        | 5     | 48.2    | 100   |
|                           | Average of Post listening items  | Percent   | 20.9  | 34.7      | 8.9   | 35.6    | 100   |
| Average of the total item |  | Frequency | 31    | 93        | 53    | 45      | 222   |
|                           |  | Percent   | 14.1  | 41.7      | 24.1  | 20.1    | 100   |

Table 4.2 presents the students' response to the practice of teaching listening. They were asked to rank the teachers' implementation of the strategies forwarded to be used by EFL

teachers in the practice of teaching listening skill. Accordingly, the average of students' response to each item indicates that most of the students (41.8) agreed that the practice of EFL teachers on listening skills items is sometimes. In the three phases of the practices of teaching listening skill the respondents agreed that, for the pre listening strategies the teachers practice the item sometimes, which is agreed by 50% of the students. In case while listening 41.7% agreed that they are practicing sometimes. In post listening the EFL teachers were practicing the items usually which is witnessed by 35.6% of them.

As the data reveal the practice of introducing the listening lesson by giving hints is not well done, which is witnessed by (26.5%) of the students as sometimes. In addition, in pre listening skill regarding the item which asks whether the teacher tells them the purpose of each listening exercise, most of them replied it was never practiced which is 52.7%. As this data show the teachers simply teach the daily content without giving clear introduction.

As stated in Yakusich(2003), for pre-listening activities, teachers should aim to provide sufficient context to match the degree of contextualization that would be available in real life and to motivate students. The pre-listening stage, since it is critical for activating personal schemata and engaging the students in the flow of the lesson. This material discussed that there should be special attention be given for pre listening stage.

The other item analyzed here is whether the teacher informs students to read the exercise before listening to the text and accordingly 48% of them agreed that it is not well practiced. In other direction 45% of the students witnessed that the teachers encourage them to discuss in group in pre listening practice. In general, as one can observe from the table, most of them checked out the EFL teachers are not practicing the pre listening skill as intended its strategy.

Regarding the while listening skill, 41.7% of the respondents agreed that the teachers are never practicing the elements of the while listening skill according to the strategy, specifically on item related to whether the teacher makes the students to guess meanings of new words while listening 34.8% of them replied that the teacher is not practicing this item while 28.4% of them agreed on sometimes. Only 14% agreed that the teachers usually encourage the students to guess the meanings of words. On the item that focus on how the teacher guides and helps them while doing in pairs/ group 42% of them witnessed that it is not practiced while 25% agreed on sometimes. In general, most of the students checked out that there was a gap on practicing listening skill strategy.

Regarding the post listening activities listed above, the respondents revealed that 31(14.1%) of respondents said that teachers are never practicing the stated strategies of post listening activities, 93(41.80%) of them said sometimes, 53(24.1%) agreed that they often practice the items listed and the remaining 45(20.1%) of the respondents agreed that they usually practice these strategies in teaching listening skill.

#### 4.2.3. Major Challenges That Teachers' Face in practice of Listening Skills in EFL Classes

To assess the challenges observed in listening skill questions with 11 items were developed and filled by students. These items were divided in two categories which are teachers' proficiency related problem and classroom environment problem. Accordingly, the proficiency related items were six and the environmental problems were five. Both of them were analyzed using five-point rating scale.

##### 4.2.3.1. Problem related to teachers' proficiency

As stated in Eslami, (2008), teachers' proficiency is personal capabilities to teach EFL and effective in their teaching. Language proficiency seems to be a factor related to EFL teachers feeling of self-efficacy.

Table 4.3: Problems Related to Teachers' proficiency

| No | Our teacher ...                                  | Amount    | SD    | DA    | U     | A    | SA    | Total |
|----|--|-----------|-------|-------|-------|------|-------|-------|
| 1  | Can speak English fluently                       | frequency | 112   | 56    | 28    | 26   | 0     | 222   |
|    |  | Percent   | 50.5  | 25.2  | 12.6  | 11.7 | 0     | 100   |
| 2  | Can pronounce good                               | frequency | 98    | 78    | 34    | 6    | 6     | 222   |
|    |  | Percent   | 44.14 | 35.13 | 15.32 | 2.7  | 2.7   | 100   |
| 3  | Can catch the foreign pronunciation              | frequency | 132   | 67    | 23    | 0    | 0     | 222   |
|    |  | Percent   | 59.46 | 30.18 | 10.36 | 0    | 0     | 100   |
| 4  | Can teach listening skill according to procedure | frequency | 88    | 92    | 20    | 20   | 2     | 222   |
|    |  | Percent   | 39.64 | 41.4  | 9     | 9    | 0.9   | 100   |
| 5  | Need training                                    | frequency | 0     | 0     | 22    | 55   | 145   | 222   |
|    |  | Percent   | 0     | 0     | 9.91  | 24.7 | 65.32 | 100   |
| 6  | Have loud voice                                  | frequency | 8     | 10    | 91    | 82   | 31    | 222   |
|    |  | Percent   | 3.6   | 4.5   | 40.99 | 36.9 | 13.6  | 100   |

Note: SD= strongly disagree; DA = disagree; U= undecided; A= agree; SA= strongly agree

Table 4.3 displays the result of the problems related to teacher's proficiency of teaching listening skill. When teachers have enough proficiency they can use effective procedures and techniques of teaching methods and can also motivate students properly. As the average amount of the scale indicates 50% of the respondents disagreed that the teachers have proficiency on items listed, while 32.2% of them agreed on items listed. In the items the first

one is whether their teacher can speak English fluently and accordingly 50.5 % of them replied strongly disagree and 25.2% disagree, whereas only 24.3% replied undecided from the total respondents. This result shows that the teachers themselves have lack of proficiency to develop students listening skill in high school which is one of the problems found in teaching listening.

The second item focused on whether the teachers pronounce the English words properly and majority of them 98 (44.14%) of the students witnessed that the teachers do not pronounce properly by filling strongly disagree and 78 (35.1%) of them replied disagree. Only 5.4% of the respondent's opinion become strongly agree and agree towards the teachers' proficiency. This result indicated that the teachers have a problem of competency to pronounce the English words and teach listening skill effectively. Without good pronunciation of the language it is impossible to teach its listening skill as intended.

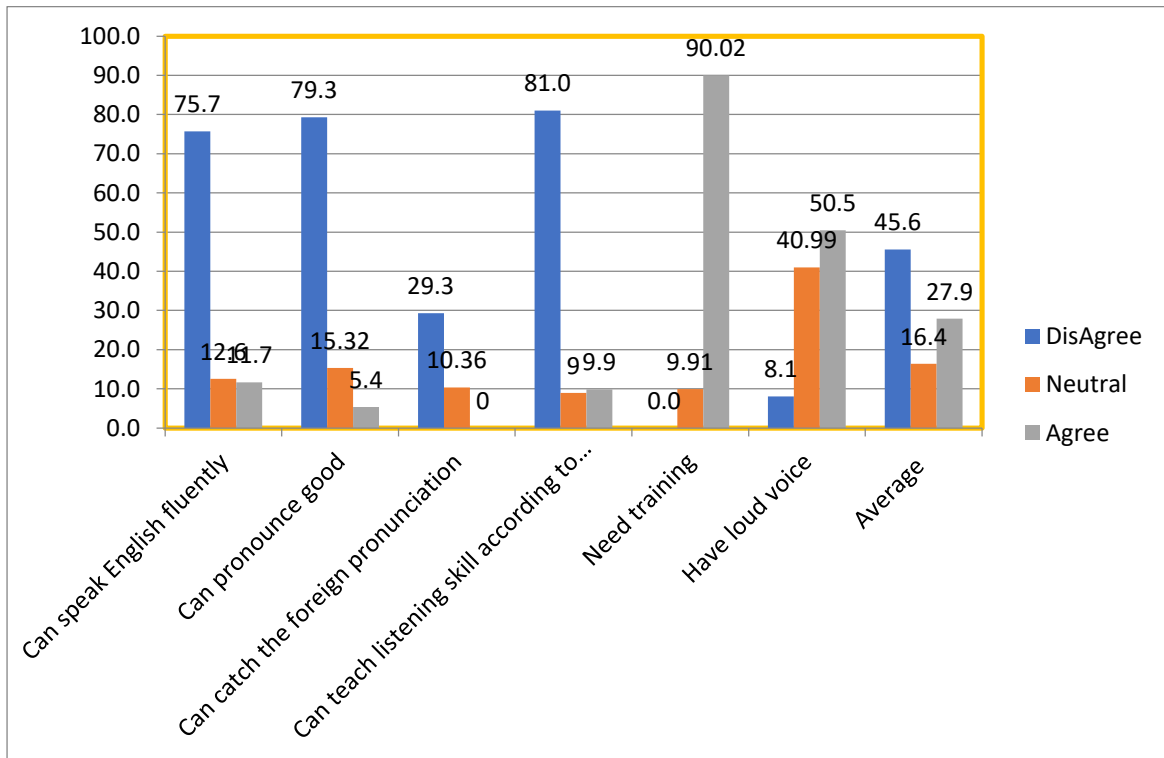
The third item asked them how much the teachers catch the pronunciation of the foreigners and most of the students 199 (89.5%) witnessed that the teachers do not have such proficiency. By checking out strongly disagree and disagree for the item. Only 10.5% replied undecided for the item. Since English language is a foreign language and has its own one pronunciation, to teach the listening skill teachers themselves have to know its correct pronunciation, but as this data showed there is a problem of mastering the pronunciation.

On item 4 the students were asked to rate their opinion on whether the teachers teach in line with the procedure and 39% and 41% the respondents showed their disagreement by selecting strongly disagree and disagree respectively. The rest 9%, 9% and 09% of the students showed their opinion as strongly agree, agree and undecided respectively. This indicates that there is a problem following the procedure while teaching listening skill. Without its procedure, it is difficult to obtain the intended improvement in teaching listening skill.

The fifth item displays the need of training for teachers and almost 90% of the respondents agreed by showing their opinion as strongly agree. As this result shows undoubtedly teachers should get appropriate awareness increment regarding listening skill. The above data confirmed there should be training arrangement for developing teaching listening skill.

The final item is if the teachers have a loud voice to teach listening skill, and most of the students replied neutral, the second highest value is 36.9% which replied for agree. Only 3.6% and 4.1% of the respondents replied strongly disagree and disagree respectively for

having loud voice. From this value, one can concludes that even though teachers do not have other proficiencies, there is problem of sound volume for the teaching of listening skill. In general, as the above data revealed, the proficiency of teachers has its own impact on students` ability to develop their listening skill.



**Figure 1: problem of language teachers` proficiency**

As one can understand from the above figure, most of the students disagreed that there is competency of teachers on each listed item which is to say there is lack of competency. To improve students listening skill the data showed there is a problem from the teachers themselves.

#### 4.2.3.2. Problems related to classroom environment

To identify how the environment related problems are hindering teaching listening skill, 5 items were developed and distributed for the students. Accordingly, the result of the questionnaire was presented as follows using the five-point rating scale on the next table

Table 4.4: Challenges Related to the classroom environment

| No      | The Problems related to classroom environment are:  | Amount    | SDA  | DA   | U    | A    | SA   | Total |
|---------|---|-----------|------|------|------|------|------|-------|
| 1       | Textbooks and teacher's books do not provide activities which are integrated with listening comprehension | Frequency | 0    | 17   | 17   | 63   | 125  | 222   |
|         |   | Percent   | 0    | 7.6  | 7.6  | 28.4 | 56.4 | 100   |
| 2       | Lack of electricity supplies  | Frequency | 62   | 50   | 62   | 35   | 13   | 222   |
|         |   | Percent   | 27.9 | 22.5 | 27.9 | 15.8 | 5.9  | 100   |
| 3       | Lack of Conducive classroom for teaching listening  | Frequency | 82   | 30   | 32   | 63   | 25   | 222   |
|         |   | Percent   | 32.4 | 13.5 | 14.4 | 28.4 | 11   | 100   |
| 4       | Lack of media (TV, Radio, computer, cassette...etc.) to practice listening skill                          | Frequency | 0    | 25   | 34   | 24   | 139  | 222   |
|         |   | Percent   | 0    | 11.1 | 15.3 | 11   | 62.6 | 100   |
| 5       | The number of students in the classroom is large and in appropriate for practicing listening activities   | Frequency | 0    | 33   | 36   | 29   | 124  | 222   |
|         |   | Percent   | 0    | 14.9 | 16.2 | 13.3 | 55.6 | 100   |
| Average |   |           | 9.8  | 10.6 | 13.9 | 21.8 | 43.9 | 100   |

Note: SD= strongly disagree; DA = disagree; U= undecided; A= agree; SA= strongly agree

As table 4.4 above shows most of respondents agreed on strongly agree for the classroom environment related problems. Specifically, item one which asks whether or not textbooks and teacher's guides have no activities which are integrated with listening comprehension, 125 (56.4%) of the respondents strongly agreed. Whereas the next highest number of the respondents, 28.4% replied agree for the item and the rest percentages are 7.6% neutral and 7.6% disagree. This shows that text books and teachers guide are not providing activities which focus on practicing listening skill for the student. Text books play a major role in helping students to exercise different activities to be covered. If there were no appropriate exercises in the text books, students only listen the course from the teacher and are unable to practice at their own time. They depend on the activity of the teacher. Likewise, the above data indicates that the text books are not well prepared considering the activities which develop listening skill.

Regarding items 2 and 3, in the above table lack of electricity and lack of conducive classrooms were not agreed as they are the major problems. In the table above both item 2 and 3 have highest percentage of disagree from the result, this is 27.9% and 32.4% respectively. This data witnessed that there was no problem of electricity supplies and appropriateness of the schools hindering the listening skill teaching in the study area.

In item 4, the respondents were asked to rate their agreement about lack of media (TV, Radio, computer, cassette...etc.) to practice listening skill and their response shows that 139 (62.6%) strongly agreed on the presence of the problem mentioned. 11% replied on agree, and 15.3% neutral. Whereas the rest 11.1% replied on disagree. This shows that no practice was made using other mechanisms like tape recorder, computers or other technology which can accelerate the practice of listening skill in the classrooms.

Item 5 is about the number of students in classes and its effect on practicing listening activities. Accordingly, the respondents replied that the class size and the student's number do not much and is affecting the practice of listening skill. In this table 4.3 above 124 (55.6%) of the respondents replied strongly agree and 13.3% answered agree. The rest 31.1% are strongly disagree and disagree. As this data shows the number of the students is large and difficult to practice listening skill properly. If the class size is small teachers can encourage students to do listening skill activities and practice effectively. Unless students are small in number teachers can not follow individual students` activity.

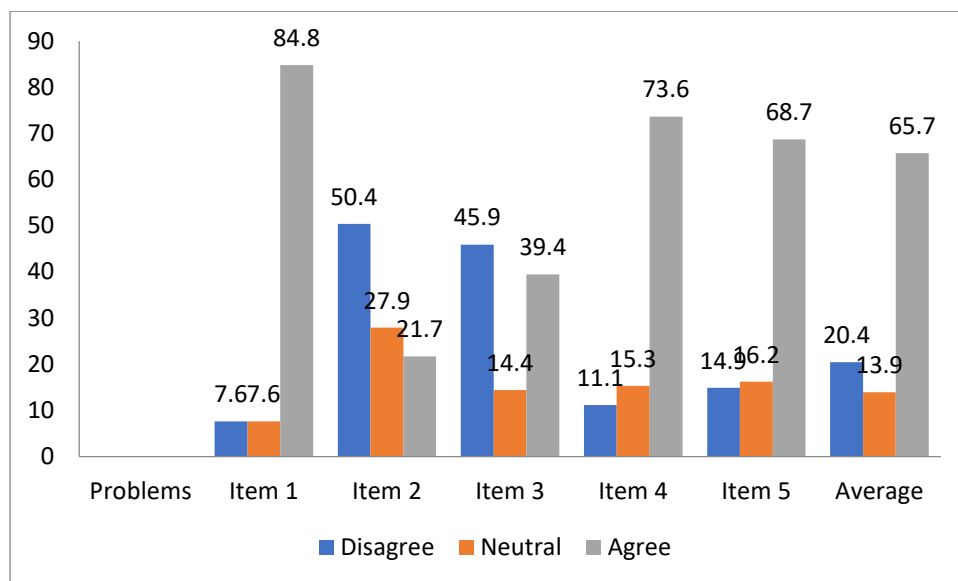


Figure 2: problems related to classroom environment



As the number of the respondents increase in the above figure it indicates that they are supporting the idea of lack of the items listed in the questions. The height of the graph witnesses this value from the figure.

In general, the challenges identified in this study include lack of resources like tape recorder, cassette and other related materials to teach listening, large class size. The study conducted by Minwuyelet (2019) also confirms the same finding that large class size and lack of resources in the study area.

To develop the response obtained through questionnaires and interview six classroom observations was carried out while the teachers were teaching English. These observation items are developed to observe the real classroom implementation of teaching listening based on the lesson plans of the teachers. Before the observation, the teachers were informed the objective of the observation and after agreement was the observation took place and also video of the whole activities was recorded. The items were given a point ranging from 1-3 which indicates; 1- Low; 2-To some extent; and 3- High.

**Table 4.5: Observation Checklist**

| No  | Observation items   | Low | Medium | High |
|-----|---|-----|--------|------|
|     | <b>1. Classroom physical environment</b>                              |     |        |      |
| 1.1 | Is grade 9 teachers-learners ratio more than or equal to 40           | X   |        |      |
| 1.2 | Is the classroom environment good for listening skills?               |     | X      |      |
| 1.3 | Are there sufficient English textbooks in the classroom?              | X   |        |      |
|     | <b>2. Classroom psycho-social environment</b>                         |     |        |      |
| 2.1 | Are there teacher-learners relations?                                 |     | X      |      |
| 2.2 | Do the students communicate in pair/groups?                           | X   |        |      |
| 2.3 | Do the learners actively reflect on the lesson being taught?          | X   |        |      |
| 2.4 | Does teacher engage learners in practicing listening skills?          | X   |        |      |
| 2.5 | Is there other extra teaching aid used                                | X   |        |      |
|     | <b>3. Teachers lesson conduct</b>                                     |     |        |      |
| 3.1 | Does the teacher motivate learners in providing listening activities? | X   |        |      |
| 3.2 | Are listening procedures being employed properly?                     | X   |        |      |
| 3.3 | Is the teacher's pronunciation understandable?                        |     | X      |      |

As observed from the table, the teachers` practice towards implementing the activities of listening skill was low. In addition, the challenges of lack of text books, large class size, proficiency of the teachers, engaging the students to participate in the procedures was low. For the analysis the average point of the three classes observed was used. From the items observed the average point indicates that teachers were not providing sufficient introduction to make clear the objective, they were not practicing the procedures of the listening while teaching. They read the passage and ask questions. The teachers translate the questions to Afan Oromo and ask them, but no active participation was observed even after the interpretation of the question. This shows that they were not active in listening, and the teachers were not following whether the students are actively following or not. If they keep quiet for a long time they answer the question and continue to the next. No motivation observed, no appropriate relationship observed and there was less effort made which help the students to guess the meaning of new vocabularies.

The other tool used for gathering data was document analysis. The document analysis was conducted using the checklist developed for this purpose by the researcher. To have a clear picture of the perception and practice of teaching listening skills in the schools, the listening texts and the activities in the students` and teachers` books were analyzed using check list. This document analysis help to examine the content of the listening material and the procedures proposed to teach them. Accordingly, the materials do not have much activity which helps to develop listening skill as intended.

In this document the record used by teachers while teaching listening skill was assessed. The documents checked here are whether there was a record for assessing listening skill, the techniques they used to assess and materials they selected to use as a document.

In general, the four tools were used to gather data separately and merged at analysis stage and used to substantiate. The researcher used the tools to gather ample data regarding the research questions and accordingly they provided sufficient evidence. Accordingly, the data revealed that there was no proper perception from teachers in teaching listening skill, the practice of teachers lack of attention to use the listening skill procedures and there are different challenges identified hindering the implementation of the listening skill in the current study.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter presents the major findings of the analysis. The general conclusions drawn on the bases of the findings and recommendations which are assumed to be useful to examine the teachers' perception on teaching listening skill, practices and challenges of teaching listening skill in Abdi Bori secondary school found in Ilu Aba Bor zone. Necessary recommendations were also forwarded for teachers, principals, supervisors, and woreda and zone education office. To examine the perception, practices, and challenges of teaching listening skill in the selected school, basic research questions were developed. Based on these basic questions, questionnaires, interview, document analysis and observation checklists were developed. Data were collected using the questionnaire from 222 grade 9 students and six EFL teachers. These data were presented quantitatively and discussed under each relevant research questions and the qualitative data were analyzed based on their theme for the related questions. The chapter, thus, presents the summary of the major findings of the study and then concludes on the basis of these findings. Finally, possible recommendations were made. The general objective of the study was to examine the perception of teachers, practices and challenges of teaching listening skill. To achieve this objective three research questions were developed. These are;

1. What is EFL teachers' perception about teaching listening skills?
2. How often do EFL teachers practice teaching listening skills in line with the strategies of teaching listening skill?
3. What are the challenges that EFL teachers face in practice of listening skills in classes?

To answer the first research questions interview guide was conducted with 6 grade 9 English teachers. Questionnaires were developed to answer questions 2 and 3 and distributed for randomly selected samples from grade 9 students. The 222 sample students were selected from 1 purposely selected school Mettu town and all replied for the questionnaires. Observation checklist was developed and used for all the three questions to substantiate and strengthen the responses.

### **5.2. Summary of Major Findings**

- Most of the respondents of the interview showed that they agree on the importance of the listening skill and that it has a significant role for students to obtain a better

achievement in their future life of education. The result showed that they have low perception on finding other proper teaching aids. No teaching aids were observed and also the finding witnessed that the teachers did not expect that students can understand if supported by materials like tape recorder. So, they did not pay attention for the necessity of other extra materials. In interview, they also replied that they do not focus on using it.

- Teachers` perception towards following the procedure of teaching listening is not encouraging. Findings also show that in the course of teaching the listening activities, the procedures in teaching the listening skill such as pre, while and post-listening skills were not properly and fully exercised in the classroom. From all the listening procedures important to follow, specifically, the result of the study indicated that most of the necessary activities to be implemented in pre-listening procedure like introducing the listening text before reading the passage, making the objective of the passage clear, following and engaging students` attention to the listening text and telling the students to pay attention for what the teacher or someone else is going to read are the major ones missed by the teachers in their practices.
- In the study area, as the finding witnessed engaging students in pair and group discussions was not exercised among the language teachers. On the other hand, encouraging and letting to guess the meaning of the new vocabulary rather than translating to vernacular language /Afan Oromo/ immediately, setting purpose for each listening activity were not practiced by the majority of English language teachers in the study area.
- In addition, findings also show that most while-listening activities were not applied. More particularly, the majority of English language teachers never exercised activities such as advising students how to use various listening techniques and note taking techniques, making students listen for the main idea of the text, encouraging students to share their responses each other were also missed in the teaching process.
- Regarding the procedures implementation, findings also show that post-listening activities such as making students compare and complete their response was not observed in the class, assigning students in group during group discussion ensuring students` discussion was in English, helping them/students to summarize on the main idea from what they listened is very low and giving 'appropriate' feedback on the

students' listening practice was never exercised by English language teachers in the classroom.

- In the grade level selected for the current study there are different challenges observed from both qualitative and quantitative data gathered. The proficiency of teachers has its own impact on students' ability to develop their listening skill but the data revealed that there was lack of proficiency on abilities like pronunciation and using different teaching aids. English language is a foreign language and has its own pronunciation. To teach the listening skill, teachers themselves have to know its correct pronunciation and have to help their students to identify that. In addition, textbooks and teacher's books include limited activities to teach listening skill. Lack of media (TV, Radio, computer, cassette and other related.) to practice listening skill and the large number of students in classes are other challenges for practicing listening activities as intended.
- The textbooks as well as the teachers' books do not have appropriate activity to help the students to practice the listening skill, and it does not initiate the teachers also to use different options of teaching listening skill. This is why most of the teachers use different materials to read in the class and ask questions to test the students' catch up at different times, which does not motivate the students.
- More over all the four tools used to gather data merged at analysis stage and used to obtain more reliable evidence. The researcher used the tools to gather ample data regarding the research questions and accordingly they provided sufficient evidence. Accordingly, the current study found that as the data from all source confirmed, there was no attention given from teachers to have proper perception in teaching listening skill, the practice of teachers lack commitment to use the listening skill procedures and there are different challenges identified hindering the implementation of the listening skill in the current study.

### **5.3. Conclusions**

Based on the findings and discussion of the study the next conclusions were forwarded. The aim of this study was to investigate teachers' perception, practices and challenges of teaching listening skill. Accordingly, English language teachers were not giving equal attention to the listening skill procedures. As a result, they were not teaching all listening lessons supporting

with different materials. They neglected large portion of the listening lesson from the text. Although listening skill is the most influential one in understanding what was taught, still it was not given a special attention. Despite the fact that English language teachers had good awareness about the three stages of teaching listening that are pre listening, while listening and post listening, they were not practicing each activity in each stage of teaching listening properly. Most of them believe that they do more if their understanding develops through short term trainings. The listening skill affects the ability to follow other subjects. When the students develop their listening skill they can easily understand the teachers` presentation. As this finding witnessed no proper practice was experienced.

As it can be seen from their implementation teaching listening skill is neglected at Secondary level education. EFL teachers were not given priority in teaching listening. As no skill should be taught in isolation, teachers can incorporate teaching listening with the other language skills, thus the students can be benefited ultimately. The teaching of English should be emphasized on the function of language as a means of communication. The learners should focus on how to use the language and not on what the language is. The curriculum does not concern mainly on the linguistic understanding, but it aims to make students able to use the language appropriately in daily conversation. The teachers do not have much awareness and interest to use different options and engage the students` practice of listening. The method they were using was reading short passage and asking questions from the passage they read. They were using similar style and technique which is not motivating the students. For this reason the students do not give attention for the passage. In addition, no proper encouragement made to improve the participation of the students in different activities. This confirms that listening skill is still the forgotten skill in the study area.

### **5.3. Recommendations**

- English language teachers have to follow proper ways of engaging students toward following listening while teaching and use proper approach in the course of teaching the listening skills.
- English language teachers have to clearly understand and exercise in their classes the listening skill procedures- pre, while and post-listening activities in the process of teaching the listening skills. Supervisors and principals should arrange practical in-service trainings on how to teach listening skill to the teachers.

- English language teachers have to create opportunities to develop students` listening skills through practical activities and are recommended to use teaching aids and related materials during the teaching of listening skills.
- School supervisors have to follow and support teachers and improve their perception towards teaching listening skill by arranging experience exchange among teachers as well as schools.
- School principals have to do continuous follow up of language classes and help teachers in improving their perception as well as proper implementation of teaching listening procedures
- Ministry of education, Curriculum designers, Woreda and zone education office have to facilitate and provide additional resources and workshops for practicing listening
- Schools have to arrange and use different appropriate programs which focus on practicing listening skill and engage students in practicing.
- More over interested researchers should include large number of teachers and schools and conduct a research on this area and provide additional finding.

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Appendix I

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Questionnaires for students

Dear students,

The following questionnaire is a part of a survey that will be conducted on examining the practice and challenges of teaching listening skill at secondary school. The researcher is thank full for your cooperation and assures you that all the information gathered will be kept confidential. You don't need to write your name on the questionnaire.

**Part I: Participants` Information**

**Note: Put tick mark in front of your response**

- Age; \_\_\_\_\_ Sex: M ----- F -----

**Part II. Questions related to listening skill practice (for students)**

A. Questions related to teachers practice of listening strategies /procedures/ in teaching listening skill. Please put “√” mark under the options you prefer

| No. | How much do your EFL teachers practice these items while teaching listening English language                       | Never | Sometimes | Often | Usually |
|-----|--|-------|-----------|-------|---------|
| 1   | The teacher Introduces the listening lesson by giving hints  |       |           |       |         |
| 2   | The teacher lets us discuss on the topic of the listening lesson in pairs/groups before listening to the text      |       |           |       |         |
| 3   | The teacher tells us the purpose of each listening exercise  |       |           |       |         |
| 4   | The teacher encourages us to predict what the listening text is about before listening                             |       |           |       |         |
| 5   | The teacher explains key terms in the listening text before listening  |       |           |       |         |
| 6   | The teacher informs us to read the exercise before listening to the text   |       |           |       |         |
| 7   | The teacher tells us to copy the listening exercise  |       |           |       |         |
| 8   | The teacher informs us what to focus on while listening  |       |           |       |         |
| 9   | The teacher reads the listening passage aloud  |       |           |       |         |
| 10  | The teacher allows us do the exercises   |       |           |       |         |
| 11  | The teacher makes us guess meanings of new words while listening   |       |           |       |         |
| 12  | The teacher guides and helps us while doing in pairs/ groups Average of the practice of While-listening Activities |       |           |       |         |
| 13  | The teacher encourages us to express/reflect experiences/ opinion related to the listening text                    |       |           |       |         |
| 14  | The teacher provides us with reasonable feedback /correction (not simple answers/                                  |       |           |       |         |
| 15  | The teacher extends the listening lesson to writing, speaking or reading exercise related to the listening passage |       |           |       |         |

**Part III. Questions related to challenges in teaching listening skill (for Students)**

**B. Challenges related to `teachers` proficiency (questionnaire for Students)**

| No | Our teachers ...                                 | SD | DA | N | A | SA | Total |
|----|--|----|----|---|---|----|-------|
| 1  | Can speak English fluently                       |    |    |   |   |    |       |
| 2  | Can pronounce good                               |    |    |   |   |    |       |
| 3  | Can catch the foreign pronunciation              |    |    |   |   |    |       |
| 4  | Can teach listening skill according to procedure |    |    |   |   |    |       |
| 5  | Need training                                    |    |    |   |   |    |       |
| 6  | Have loud voice                                  |    |    |   |   |    |       |

Note: SD- Strongly disagree; DA- Disagree; A-Agree; N- Neutral; SA- Strongly Agree;

**C. Challenges Related to the classroom environment(questionnaire for teachers)**

| No | The Problems related to classroom environment are:  | SD | DA | N | A | SA | Total |
|----|---|----|----|---|---|----|-------|
| 1  | Textbooks and teacher's books least suggest a framework of activities which are integrated with listening comprehension |    |    |   |   |    |       |
| 2  | Lack of electricity supplies  |    |    |   |   |    |       |
| 3  | Lack of Conducive classroom for teaching listening  |    |    |   |   |    |       |
| 4  | Lack of media (TV, Radio, computer, cassette...etc.) to practice listening skill  |    |    |   |   |    |       |
| 5  | The number of students in classes is in appropriate for practicing listening activities                                 |    |    |   |   |    |       |

## Appendix II:

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### Observation Checklist

| No  | Observation items   |
|-----|---|
|     | <b>1. Classroom physical environment</b>                              |
| 1.1 | Is grade 9 teachers-learners ratio being standardized?                |
| 1.2 | Does the classroom environment free for teaching listening skills?    |
| 1.3 | Are there sufficient English textbooks in the classroom?              |
|     | <b>2. Classroom psycho-social environment</b>                         |
| 2.1 | Are there teacher-learners relations?                                 |
| 2.2 | Do the students communicate in pair/groups?                           |
| 2.3 | Do the learners actively reflect on the lesson being taught?          |
| 2.4 | Does the teacher engage learners in practicing listening skills?      |
| 2.5 | Is there other extra teaching aid used                                |
|     | <b>3. Teachers lesson conduct</b>                                     |
| 3.1 | Does the teacher motivate learners in providing listening activities? |
| 3.2 | Are listening procedures being employed properly?                     |
| 3.3 | Is the teacher`s pronunciation understandable?                        |



### **Appendix III:**

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#### **Interview guide for teachers**

- a) How do you perceive about the importance of listening skill in learning English language?
- b) What do you feel when you teach listening? Are you interested, how do you expect the understanding of the students?
- c) How do you perceive listening skill in classroom by using text books and other teaching aids?
- d) What do you feel about using the listening skill procedures while teaching?
- e) How do you observe the role of training/ service year for teaching listening?

## **Appendix IV:**

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### **Document analysis check list**

1. How the text books present the listening skill?
2. How do teachers guide present the listening contents?
3. How much are the activities provided in the books sufficient?
4. How much are the activities clear for the students and teachers?

## Appendix V:

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### **Gaafannoo barattootaaf Afaan Oromootiin qophaaye**

Yunivarsiitii Jimmaa Kolleejjii Saayinsii Hawaasaa

Qo'annoo Digirii Lammaffaa Booda Geggeeffamu (Post Graduate Studies)

Muummee Afaan Inglizii fi Hog barruu

Jaallatamoo Hirmaataa/Hirmaattuu,

AniYeroo ammaa kana

Mataduree qorannoo “Gochaa Bariisootaa Adeemsa Baruu-barsiisuu Dandeettii Dhaggee ffachuu” jedhu irratti gaggeessaan jira.” Gaaffiin kun waa’ee gochaalee adeemsa barumsa barsiisuu dhaggeeffachuu Afaan Ingiliffaa (EFL) odeeffannoo barbaachisaa ta’e walitti qabuuf qophaa’eera. Qorannoon kun kan geggeeffamu Maastersii Afaan Inglizii fi Hog barruu guutuu taasisuuf gartokkeen kanbarbaachisudha. Qorannoo kana keessatti gaaffiilee dhiyaataniifi kaayyoo isaa irratti hundaa’ee guutummaadhaan deebii akkaiitti naakennitanu hirmaannaa keessan hayaataan isin gaafadha.

Hirmaannaan keessan fedha keessan irratti kanhundaa’e ta’ee odeeffannoon isin kennitanis dhimma qorannoo kana qofaafkanooluta’uu fi ragaan Kamiyyuu iccitiidhaan kan eegamu ta’uu saa waadaanangala.

Walta’iinsa naagootaniif durseen isingalateeffadha.

### **KUTAA I**

#### **Odeeffannoo Dhuunfaa**

1. Saala \_\_\_\_\_
2. Unmuri \_\_\_\_\_

### **KUTAA II**

#### **GAAFANNOO WALIIGALAA WAA’EE BARSIIISUU DHAGGEEFFACHUU**

Qajeelfama: Sanduuqawwan kennaman keessatti filannoowwan deebiikeetii irratti mallattoo

(√)kaa’uudhaan gaaffilee armaan gadiideebisi.

A. Gochaalee Barsiisaan kee yeroo ati barnoota dhaggeeffachuu barattu yeroo armaan gadii ammam raawwata?

| Lak | Gohaalee (Practices)  | Yeroo hedduu | Irraded deebi'e | Yerootokko Tokko | Gonkumaa |
|-----|---|--------------|-----------------|------------------|----------|
| 1   | Kallatti agarsiistuu mata duree barnoota dhaggeeffachuu beeksisuu   |              |                 |                  |          |
| 2   | Barreeffamicha dhaggeeffachuu dura mata duree barnoota dhaggeeffachuu irratti lama lama/garee akka mari'annu nuuf hayyama     |              |                 |                  |          |
| 3   | Shaakala dhaggeeffachuu tokkoon tokkoon isaanii kaayyoo isaanutti hima  |              |                 |                  |          |
| 4   | Barreeffamni dhaggeeffatamu dhaggeeffachuu keenya dura waa'ee maalii akka dubbatu tilmaamuuf nu jajjabeessa                   |              |                 |                  |          |
| 5   | Jechoota ijoo barreeffama dhaggeeffachuu keessatti argaman dhaggeeffachuu dura ni ibsa  |              |                 |                  |          |
| 6   | Barreeffamicha dhaggeeffachuu keenya dura shaakala dubbisuu akka qabnu nu beeksisaa   |              |                 |                  |          |
| 7   | Shaakala dhaggeeffachuu akka garagalchinu nutti hima  |              |                 |                  |          |
| 8   | Yeroo dhaggeeffannu maa lirratti akka xiyyeeffannu nu beeksisaa   |              |                 |                  |          |
| 9   | Kutaa dhaggeeffataa sagalee o lkaasee dubbisa   |              |                 |                  |          |
| 10  | Shaakala akka hojjennu nu dandeessisa   |              |                 |                  |          |
| 11  | Osoo dhaggeeffannu hiika jechoota haaraa akka tilmaamnu nu taasisa  |              |                 |                  |          |
| 12  | Hojii/deebiiisaanii lama lamaan/<br>Gareen akka walbira qabnee ilaallu nuuf hayyamaa  |              |                 |                  |          |
| 13  | Lamaan/gareenosoo hojjachaa jiranii nu qajeelcha, nu gargaara   |              |                 |                  |          |
| 14  | Mudannoo/aada isaanii barreeffama dhaggeeffataa wajjin walqabatee akka ibsinu/calaaqqisinu nu jajjabeessa                     |              |                 |                  |          |
| 15  | Barumsa dhaggeeffachuu gara barreessuu, dubbachuu ykn shaakala dubbisuu kutaa dhaggeeffachuu wajjin walqabatutti ni dheeressa |              |                 |                  |          |

B. Rakkoolee Gahumsa barsiisaan walqabatan

| Lakk | Gochaalee (Pracitices)                                       | Cim seew alii gala | Wali i gala | Giddu galees saa | Wali ihin galu | Wali ihin galu |
|------|--|--------------------|-------------|------------------|----------------|----------------|
|      | <b>RakkooleeDandeetiibarsiisuuDubbachuunwalqabatan</b>       |                    |             |                  |                |                |
| 1.   | Ingiliiffa sirriitti dubbatu                                 |                    |             |                  |                |                |
| 2.   | Jechootaa Ingiliffaa sirriitti waamu                         |                    |             |                  |                |                |
| 3.   | Ingiliffa haala gaarii taheen dubbata                        |                    |             |                  |                |                |
| 4.   | Haala sadarkaalee dhaggeeffachuun ittiin baratamuun barsiisu |                    |             |                  |                |                |
| 5.   | Leenjiiisaan barbaachisa                                     |                    |             |                  |                |                |
| 6.   | Sagaleen isaanii sirriitti dhagahama                         |                    |             |                  |                |                |

C. Rakkoolee Naannoo daree barnootaan wal qabatan

|   | <b>Rakkoolee naannoo barsiisuu waliin wal qabatan</b>  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| 1 | Kitaabonnibarataa fi kitaabonni barsiisaa shaakala hojiiwwan hubannoo dhaggeeffachuu gabbisan ballinaan hin kennan |  |  |  |  |  |
| 2 | Dhiyeessiin human ibsaa hin jiru   |  |  |  |  |  |
| 3 | Kutaan barnootaa mijataa fi kannama jeequumiti   |  |  |  |  |  |
| 4 | Miidiyaa (TV, kaasetii, CD, Raadiyoo fi kkf.) fayyadamuunhinjiru.  |  |  |  |  |  |
| 5 | Dhaggeeffachuu barsiisuu keessatti faayidaa hin qabu   |  |  |  |  |  |
| 6 | Lakkoofsi barattoota daree keessa jiran mijataa dha  |  |  |  |  |  |