



DEBRE MARKOS UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

(POST GRADUATE PROGRAM)

Teachers' Perceptions, Practices and Challenges in Teaching Listening Skill based on new English for Ethiopia curriculum: The Case of Dejen woreda selected medium level (grade 7 and 8) schools

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May 2023

DMU

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on new English for Ethiopia curriculum: The Case of Dejen woreda selected
medium level (grade 7 and 8) schools**

By

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**A Thesis Submitted to Debre Markos University College of Social
Science and Humanities Department of English Language and
Literature:**

Advisor: Simeneh Wasie (Asst. Professor)

May 2023

DECLARATION

This thesis is my original work and has not been presented for the award of a degree in any University or other institution of higher learning.

Signature: Date:

Mitikie Liyew Kebede

APPROVAL

This is to certify that this work has been done under my supervision and submitted for examination with my approval.

Signature.....

Simeneh Wasie (Asst. Professor)

Date:.....

Acknowledgments

I must first thank God for giving me the strength to bear all the difficulties I faced when I did this research.

Next, I would like to express my respectful gratitude to my advisor, Simeneh Wasie (assistant professor), for his unreserved help and continued and rigorous comments throughout the study.

I would like to extend my thanks to my dearest husband, Mengistu Zeleke for his moral and financial support.

It would be unfair if I did not mention the moral support my family provided me with. I also thank Dejen 02 school administrators for supporting free internet access.

I am aware that I have not named all the people who have made this possible for me in one way or another. Thank you for carrying so much everybody!

Finally, special thanks are also due to the school administrators, English teachers, and students who cooperatively participated in the study.

Abstract

This study's main objective is to investigate more about how EFL teachers see and instruct listening as a fundamental skill in light of the new curriculum. The study was conducted at five medium-level schools in Dejen Werda: Dejen 02, Dejen Primary, Borebore, Yetinora, and Work Amba. To achieve this objective a descriptive survey research design was employed using available and comprehensive (for teachers), quota & random sampling techniques (for students) and systematic for content analysis. 10 grade 7&8 English Language teachers and 64 students respectively were drawn as a sample from 1242 grade 7&8 students. Purposive sampling technique was used to select the targeted schools. The required data for the study were collected using content analysis, questionnaires, classroom observation and interview. From 10 units each grade level incorporated in the text, the listening sections included in 10 units of the course book were analyzed using the check list. The questionnaire completed by the respondents cross checked through the observation & interview result conducted on 6 teachers were observed four times each to see how they actually conduct the listening lesson in the class. In the analyzing the data descriptive statistics were used. The analysis revealed the current perception, practice, and challenge of the teacher and the new curriculum material. Though teachers claimed that they have been practicing listening activities that provided appropriate feedback, students' responses and observation results indicated a great gap between what the teachers said and their actual practice. Lack of essential equipment to present the listening lesson, teachers' lack of interest and commitment seemed to be key challenge in their inability to carry out the indicated teaching strategy and activities for the listening lesson. Recommendations were made to address the issues at the study's target school based on the study's results.

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CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

English language is an important tool of communication in different areas. Many subjects today are written in English, and the resources for almost all subjects are accessible in English. Evidence shows that global knowledge in science, social science, the humanities, and arts is documented in English. In order for people to understand certain material in their field, they need to have a reasonable mastery of English (MOE, 2022).

English has become the medium of international communication for a variety of reasons. Within the context of education, there is an enormous reservoir of educational materials in all fields available in English. These provide an invaluable aid for education, particularly in relation to advancing industrial diversification and technology. If Ethiopia is developing an industry based on modern technology and wants to keep abreast of the advances made in science and technology, English must be taught in the Ethiopian educational system. The benefits of this are that it is the language of wider communication, it is well-developed at the international level, it is the language of science and technology, commerce, trade, and politics, and it has been the language of international relations and the medium of instruction for secondary and higher education for a long time in Ethiopia. (MOE, 2009)

The four language skills of listening, speaking, reading, and writing must be mastered in order to communicate effectively in English. The listening skill is the first skill a human being experiences and the most widely used skill in the process of language learning. With regard to this, listening is not only the first language skill developed but also the skill most frequently used both in the classroom and in daily life. As to the scholars, adults spend about 40-50% of communication time listening, 25-30% speaking, 11-16% reading, and 9% writing. The large percentage (40-50%) use of listening over the other skills witnesses that listening skill is the most frequent skill used in people's life in general and in EFL classroom in particular. In junior level listening is the most efficient learning mode, and 58% of elementary students' classroom

time is spent listening and then, they move to other modes which heavily depend on listening skills (Dukan, 2020).

Teachers' beliefs are very important, as they help construct their actions and practices in the classroom (Aksoy, 2015). According to Basturkmen (2004), teaching beliefs are statements teachers make about their ideas, thoughts, and knowledge that are expressed as evaluations of what should be done. It is important to make teachers aware of their teaching beliefs about language learning. This is the most important step to make positive change in the classroom visible (Utami, 2016). One of the most important aspects that is always related to teaching beliefs is teaching practice. Teaching practice is the reflection of what is working inside teachers' mind which they perceive to be true conceptions about language learning (Utami, 2016). What teachers believe will be expressed in reality, as these concepts will influence their decision-making and instructional classroom practices. There are some studies that found teachers' teaching beliefs affect their 'teaching practices (Ives, 2014).

Perception refers to the shorting out, interpretation, analysis and integration of stimuli involving our sense organs and brain, and our behavior is essentially a reflection of how we react to an interoperate stimuli from the world around us (Richardson, 1996; Smith, 2001). This implies that our perception shapes our system and determines our practices. In addition, language teaching has been described in terms of what teachers do in the classroom and the effects of this on the learners.

In theory, students at all levels of education should learn the fundamental listening abilities. They must to get a variety of listening comprehension exercises, as well as instruction on how to use efficient listening techniques (Ur 1984; Richards 1985; Harmer 2001; Vandergrift 1991). Local study results support this notion as well. When examining the communication requirements of high school students, Abiy (1990) found that listening comprehension was a crucial ability for the students.

I

Berhanu (1993) and Mulugeta (1997), who studied listening strategies in collaborative discourse and motivation in listening classes respectively, have assessed the need for providing students with appropriate comprehensive practices. In general, the listening comprehension activities are intended to train students to listen efficiently to a variety of extended English speech. The listening exercise focuses on developing the learners' academic listening skills, such as prediction, listening for specific information, details, general ideas, inferring, and note-taking.

Therefore, Ethiopian curriculum designers and material developers have given great consideration to listening skill in recent time. They have designed listening skill together with the other language skills. However, only the provision of the skill in English textbook is not enough. This means the perception of teachers has a great impact on the application of the listening skill. Concerning this, the researcher observed English teachers practice of listening skill at Workamba and Koncher Schools EFL classes through experience.

To study the causes of this problem, the researcher focused on medium-level schools where the researcher believed that the problem was present. Thus, the study tried to investigate EFL teachers' perceptions and practices of teaching listening at Dejen Woreda, particularly Dejen02, Yetnora, Borebor, and Workamba primary and medium level schools in grade 7 and 8 EFL classes.

1.2. Statement of the Problem

One of the key abilities in learning a language is the ability to comprehend what is being listened. Students must acquire and practice this crucial skill (Underwood, 1989). Listening is the most crucial of the four skills since it accounts for 45% of a learner's language proficiency (Renukadevi, 2014). The most undervalued ability in the classroom, despite its significance, is listening, according to Hamound (2003).

At the medium, secondary, and tertiary levels of education in Ethiopia, English is the language of medium instruction. Since listening skills are crucial for improving students' ability to communicate clearly and perform better in other subject areas,

In the past listening has been neglected skill. According to Nunan (2002) and Rost (1990), listening was often neglected until 1980s. They also add that listening has also been considered a primary vehicle for language learning since the 1980s. Although listening is the most widely

used language skill, Many scholars complain that it has long been neglected and was not treated as a separate skill until recent decades. (Field, 2002; Nunan, 2002)

In Ethiopia too, the listening skill has not been taken in to account for many years in the English languages teaching (ELT) methodology. Both teachers and students have emphases on language forms, not on language use. They have been doing so many because questions to assess student's language skills like listening do not a proper in the national exams and or because of communicative functions of language are not well developed. It is not surprising, thus, if the students in such a situation showed that students had poor listening ability.

Several local studies have been done on the subject of listening skill instruction. "Teachers' perception and their classroom practices in listening comprehension" was a study by Emnet (2015). The research revealed that teacher's existing methods of instruction were at odds with the pedagogical approaches recommended in teachers' manual and other ELT literature for the instruction of listening skills. Despite teachers' claimed that they have been using the text and providing the students with appropriate feedback, student responses and observation results showed a significant inconsistency between what teachers have claimed and what they have actually done.

Additionally, "The Practice of Teaching Listening at Primarily Level" was carried out by Taye (2008). The results demonstrated that teachers did not properly apply the listening instruction using the methods and strategies recommended by teachers' book and ELT scholars. The Practice of Teaching Listening Skills in Gonder Primary Schools was carried out by Muluken (2008) in a similar manner. The findings indicated that although the teachers allowed time for listening sessions, they did not effectively manage them using the proper pedagogical techniques, i.e., they did not use the pre- and post-listening phases and activities, and only a small number of listening sub-skills were practiced. Additionally, the listening assignments were not created to allow students to practice the different sub-skills.

Taye (2008) cited research by Tewolde (1988) and Sami (1989) that focused on students' listening abilities in the 7th grade and found that these abilities fell short of what is required for them to understand their subject matter. On the other hand, the study reveals that some functions, like definitions, the students could understand. The study also shows how the teachers' use of the

English language is poor and looks to be a problem since it is complex and common with errors. Similar to this, Samie's research demonstrates that students at BahirDar Teachers College of Science do not grasp physics, chemistry, and maths classes at the level that is expected of them.

The results from the sample investigations are quite comparable. This indicated that the results of sample studies showed that teachers did not successfully apply the teaching of listening and did not use the pre-, while-, and post-listening phases at the primary level. They also found that students' listening abilities were lower than anticipated. Therefore, there is a gap to be filled in relation to global and local studies. As a result of this, the researcher intends to fill the gap that has identified in the sample studies giving emphasis on investigating EFL Teachers' Perception and Practices of teaching listening on the bases of new curriculum with particular reference to grade 7&8 in Dejen Worda medium level Schools.

According to the researcher's knowledge, no local study has been done to examine how real teachers actually teach listening in light of the listening contents in the recently published medium level (grades 7 and 8) course book and how they actually practice doing so. In addition to this Students' poor performance also motivated the researcher to see the perception, practice and challenge of EFL teachers.

In conclusion, the above alarming issues or problems motivated the researcher to assess EFL teachers' perceptions and practice of teaching listening skill and analysis the new English curriculum regarding to listening in Dejen Woerda medium level Schools and hoping that the finding will also work at other medium level schools in Ethiopia.

1.3. Objectives of the Study

1.3.1. General Objective

The main objective of the study is to investigate EFL teachers' perceptions, practices and challenges of teaching listening.

1.3.2. Specific Objectives.

1. To examine whether the content of medium level English listening texts in the text books is appropriate or not.
2. To examine EFL teachers' perceptions on teaching listening.

3. To assess how EFL teachers practices on teaching listening
4. To identify the challenges of teaching listening.

1.4. Research Questions

In order to achieve the main objectives of the study, the researcher formulated the following basic research questions.

- 1) How well suited are listening lessons for students at their level of education to medium level (grade 7 &8) English texts?
- 2) What perceptions EFL teachers' have on teaching listening?
- 3) How do teachers implement (practice) teaching listening in EFL class?
- 4) What challenges do teachers face at the implementing teaching of listening?

1.5. Significance of the Study

The researcher of this study believed that the findings of this research provided theoretical and practical insights into effective teaching and learning of listening for teachers, learners, and other researchers. The importance of this study may not be restricted to five selected (i.e., medium level) schools, but all language teachers and learners may benefit from it.

Therefore, the researcher also believed that the findings of this study will contribute to create awareness for classroom teachers so that they can evaluate their own teaching listening practices and examine their perceptions towards teaching listening skills. In addition to this, the designers and textbook writers will revise the materials that they design and write.

Finally, other researchers will be benefited from the result of the research. This is to say that the study can also be a background or spring board for those who want to conduct the study in the similar area in the future.

1.6. Scope of the Study

The research conducted to investigate EFL teachers' perceptions, practices and of teaching listening.

Geographical scope: the research conducted on EFL teachers' perceptions, practices and challenges of teaching listening in the case of Dejen woreda. Similarly, for the **Population scope**, the researcher selected five medium schools from Dejen woreda. Therefore, from the five medium level schools 10 teachers and 64 students sample size populations were selected. Also, for the **Time scope**, the research was conducted from November, 2022 up to May, 2023.

CHAPTER TWO

2. REVIEW OF RELATED LITRATURE

2.1. Definition of Listening

Listening is a skill that is related to but distinct from hearing, which involves merely perceiving sounds in a passive way. Listening involves an active and immediate analysis of the streams of sounds. This correlation is like that between seeing and looking. Seeing is a very ordinary and passive state, while looking is a focused process requiring the beholder's instrumental approach. What listening really means is listening and understanding what we hear at the same time. So, two concurrent actions are required to take place in this process. (Saha, 2009)

Listening comprises some components skills which are:-

- Discriminates b/n sounds
- Recognizing words
- Identifying grammatical grouping of words
- Identifying expression and sets of utterances that act to create meaning
- Connecting linguistic cues to non-linguistic and paralinguistic cues
- Using background knowledge to predict and later to confirm meaning and recalling important words and ides (Mecheal Rost 1991) cited in (Saha, 2009)

Listening is much more than hearing. It involves both physical and mental processes, hearing and interpreting. The mental processes are both complex and unobservable. This has two consequences. Firstly, we do not know for sure exactly what happens and secondly, it is not always easy to know where things have gone wrong when listening is not successful (Turner, 1995:2

Many scholars have explained this very fact. Underwood (1989), for example, defines listening briefly as “the activity of paying attention to and trying to get meaning from something we hear.” For Morley (1991), listening is “... an activity of information processing in which the listener is

involved in a two way communication ...” Cook (2001), in Haregewoin (2003), also states that listening involves both bottom-up and top-down processing where the former means listening to information that comes from the speaker and the latter refers to using background knowledge and expectations to make meaning while listening.

Many people consider hearing and listening one and the same. But there is a real distinction between merely hearing the words and really listening to the message. Regarding their difference, Galvin and Pamela (1999) cited in Muluken(2008) state that hearing is receiving sounds whereas listening is beyond this and involves various processes including hearing. Nadig (2006, online) adds “When we listen effectively we understand what the person is thinking and/or feeling from the other person’s own perspective.”

Listening is deemed to be critical component in foreign language learning. It is not only a hearing process, but also an active and constructive process. Listening defined by Tyagi (2013) as a process that “involves as active involvement of an individual. Listening involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and / or non-verbal messages”.

Based on that, Listening is one of the pillars that assists in understanding the second language and supports the improvement of other skills. (Speaking, reading and writing) through receiving sounds, trying to understand and interpret them, remembering, recalling those sounds and responding (Tyagi, 2013)

Rost (2013) defined the term listening as a complex process that allows us to understand spoken language. Listening is an active process to receiving and responding to spoken (and sometimes unspoken) language. According to the above mentioned definitions it can be noticed that listening depends on processing the perceived messages in which interaction occurs within the listeners themselves in order for them to respond appropriately.

These definitions, in general, portray that listening is not a passive skill as it was expected to be and that it is an active skill which demands more than receiving sounds. In line with this, Nadig (2006, online) states “In active listening we are genuinely interested in understanding what the other person is thinking, feeling, wanting or what the message means, and we are active in checking out our understanding before we respond with our own new message.”

Regarding the processes involved in listening, Ahuja (1990), cited in Daniel (2007), describes "Listening is hearing plus attending plus understanding plus concentrating plus remembering plus continually grasping and processing information." The process tells us that hearing is only the first step to listening and that listening is a challenging task that involves understanding the speakers' accent, grammar, vocabulary etc. The anonymous saying "We were given two ears but only one mouth, because listening is twice as hard as talking. "Strengthen this idea; it even gets harder when we think of listening to a foreign language

2.2. Teachers' beliefs in teaching listening comprehension

Lindsay and Norman defined Perception as "the process by which organisms interpret and organize sensation to produce a meaning perceptions, attitude, and methods for leading classrooms have a direct and indirect role in influencing student's academic experience. According to Schoenfeld Teachers perceptions, beliefs and attitude greatly influence not only how, but what, he or she teaches" (as cited in Babich, 2010; P.7). Beliefs pertain to goals and values the teacher has and how they view their students, teaching procedures, and teaching content. Often teachers beliefs influence decisions regarding methods, and further, they can affect students view points, towards learning as viewpoints are often formulated early in life (Qbeita, 2011). Richards and Lockhart (1996) pointed out that "teachers beliefs systems are founded on the goals, values and beliefs teachers hold in relation to the content and process of teaching and their understanding of the systems in which they work and their roles with it". According to Altan (2006) "Teachers beliefs influence their consciousness, teaching attitude, teaching methods, and teaching policies. . . Teachers beliefs also strongly influence teaching behavior and, learner's development," Some empirical studies have suggested that there is a close connection between teachers' beliefs and their actual teaching practices.

2.3. Teaching Listening Comprehension

Like any other ability, understanding the components of listening is crucial for effective teaching, but it is not enough. The purpose of hearing materials in teaching listening comprehension, the stages of a normal L2 listening comprehension session, and various issues that may arise while instructing target language listening comprehension will all be covered in this portion of the chapter.

2.4. Difficulties in Teaching Listening

Some difficulties may challenge teachers while they are teaching listening in the classroom and other difficulties relate to the students themselves. For example EFL teachers don't have enough exposure to the target language outside the classroom. As Vandergrift (2013) defined that as socio-effective strategy in which its focus on the environment surrounded learners and how influences on way of learners' interaction with the listening materials and their attitudes towards teaching listening skills. Moreover, cultural difference is considered one of the barriers facing the teaching of listening skills as delivery of oral messages can lead to misunderstanding between teachers and learners.

Coming back to Krashen's theory in which creating an environment that enhances learners exposure to an extensive and diverse input is the essence of improving listening comprehension. This will be achieved through appropriate scaffold materials that assist both teachers in classrooms and students in their understanding of the language.

2.5. Problems Likely to Occur While Teaching Listening

There are listening comprehension difficulties of second language learners are mentioned many times in the listening comprehension literature (Brown, 1995; Ur, 1996); only a few writers mention the difficulties that teachers may arise either as a result of learner difficulties or as a result of other aspects of listening comprehension. Ur (1996) is one of the writers who discuss the difficulties of teaching listening comprehension. Ur separates the difficulties of teaching L2 listening comprehension into three groups: practical problems related to listening texts, practical problems related to listening tasks, and problems related to ongoing listener response. Problems related to listening texts that are used for teaching L2 listening comprehension might arise from the person who reads or improvises them. If the texts are ready-made, they may not meet particular student needs. In addition, if the teacher is not a native speaker of English, he or she may not model real-life spoken language completely. Even though they are capable of simulating target language speech, many instructors lack the confidence to do so while their pupils are listening. Additionally, there is a risk of solely exposing students to the teacher's voice, depriving them of the opportunity to hear other voices and dialects. Many English teachers rely on tape recordings or read aloud the materials intended to be read because of the issues with non-native

English speakers teaching the language. Many non-native English teachers, according to Ur (1996), are capable of simulating L2 spoken language. They are concerned about speaking in L2, though.

Other problems with listening materials may arise. A problem with most listening materials seems to be their being tape-recorded since they do not include the visual elements which are present in most real-life listening situations. They also fall short of providing sufficient direct speaker-listener interaction which takes place in most real-life listening situations. To compensate for these missing features, teachers may employ video for the teaching of listening comprehension, they may act out the listening texts in the classroom, or they may have students act them out.

As mentioned earlier, another feature of real-life listening is that it involves a great deal of naturally occurring responses (Ur, 1996). In the classroom, however, it is impractical to hear and monitor the responses of the class together. Thus, most classroom responses to listening texts occur in the form of physical actions or movements, like writing down the answers, or drawing pictures. The tasks may be more difficult for listeners to achieve if the listening material includes too many physical responses. Learners may feel frustrated and unconfident about listening comprehension even if they understand the texts almost completely. Teachers may avoid the failure caused by texts that are overloaded in terms of the physical response they require from the learners. Teachers may do the exercises themselves before the class and adapt the tasks in L2.

2.6. Listening Materials and Activities

According to Ur (1984:22) many listening comprehension exercise used today in the classroom are still based on formal spoken prose, in spite of the fact that most heard speech is in fact spontaneous and colloquial in character. She further notes that the type of listening comprehension exercises based on text proposed in advance and read aloud by the teacher or on tape does not give the kind of practice needed. Students may learn best from listening to speech which, while not entirely authentic, is an approximation to the real thing, and is planned to take into account the learners' level of ability and particular difficulties necessary. In order to teach listening effectively in the L2 classroom. Anderson and Lynch (1988) and Nunan (1989) explain factors that make listening comprehension easy or difficult. These are:

- The type of the language that learners are listening
- The task or purpose in listening and
- The context in which the listening occurs.

Morley (1991) on his part argues that to successful listeners, the teacher must set a purpose for listening, select and design appropriate listening materials and activities taking into account the age, interests and language ability of the students. In other words relevance transferability, applicability and task orientation would be the three main principles of developing listening materials and activities. Morley emphasizes that these principles are crucial to get learners' attention, to maximize the effectiveness of listening. Therefore, both the listening lesson content i.e. the information and the outcome, the nature or objective of the information use need to be as relevant as possible to learner's life and life style (Ibid)

Authentic texts in terms of cognitive load and task demand instead of just simplifying the language of the text (Field, 2002). Adapting texts might be as easy as not having students to respond to the all of physical task demands such as listening and marking places on a map. Teachers of English as a foreign language should consider all of the characteristics of real-life speech and provide their students with exercises representing as many of its features as possible. As Lam (2002) puts it, first of all, learners need to be made aware of the nature of real-life speech. They also need to be aware of time-creating devices (e.g., “um,” “urh,” and “eh”), facilitation devices (e.g., “you know,” “I mean,” and “well”), and compensation devices (e.g., redundant or repeated words, discourse markers, and other visual clues) inherent in spoken language. To this end, teachers need to devise awareness-raising exercises, such as comparing extracts of written and spoken texts, converting written texts to spoken texts or vice versa. After these consciousness-raising exercises, teachers can also provide students with skills-enabling exercises. These exercises may include having students identify this time-creating, facilitation, and compensation devices while listening to authentic listening texts, producing their own texts, and integrating listening with other skills, especially with speaking

2.7. The Listening Tasks

It is believed that listening exercises are most effective if they are constructed round a task. In other words students are required to do something in response to what they hear that will demonstrate their understanding (Ur. 1984: 25). For different scholars, the word task is described

differently. However, that is stated by Breen (1987) cited in Little Wood (1981:138) is broader and relevant to the intention of this study. According to Breen Task refers to any proposal contained within the materials for action to be undertaken by the learners, which has direct aim of bringing about the learning of the foreign language. Similarly, Rost (1990: 156) explains the term task as “a Unit of teaching/learning activity which involves relevant instructional variables to be manipulated by the learners using some kind of data”. Tasks are very crucial to achieve a certain learning goals. Regarding this Nunan (1989:48) says, “Learning goals are vague general intentions behind any given learning tasks that provide

When planning listening exercises according to Ur (1984:22) one should consider the following points:

1. The kind of real-life situation for which we are preparing the students.
2. The specific difficulties students are likely to encounter and need practice to overcome
3. The nature of the classroom teaching-learning process which includes the physical considerations, such as the size and arrangement of the classroom, the number of students; technical ones such as the use of tape recorders or other equipment; the pedagogical ones: how to improve student motivation, concentration and participation; how to correct and give feedback, how to administer exercises efficiently and so on. In order to teach listening effectively in the L2 classroom, Anderson and

Lynch (1988) and Nunan (1989) explain factors that make listening comprehension easy or difficult. These are:

- The type of the language that learners are listening
- The task or purpose in listening and
- The context in which the listening occurs.

Morley (1991) on his part argues that to make students successful listeners, the teacher must set a purpose for listening, select and design appropriate listening materials and activities taking into account the age interests and language ability of the students. In other words relevance, transferability, applicability and task orientation would be the three main principles of developing listening materials and activities. Morley emphasizes that these principles are crucial to get learners’ attention, to maximize the effectiveness of listening. Therefore, both the listening

lesson content i.e. the information and the outcome, the nature or objective of the information use need to be as relevant as possible to the learner's life and life style (Ibid)

2.8. Types of Listening

There are different kinds of listening. Anderson and Lynch (1988) cited in Muluken (2008) for example, divide listening into two namely:

1. **Reciprocal listening:** Which provides opportunity to interact and negotiate meaning.
2. **Non-reciprocal listening:** in which information is transferred (gained) from one source.

Richards (1985) also groups types of listening as:

1. **Conversational:** listening to causal speech
2. **Academic:** listening to lectures, presentations etc. in academic context.

Rost's taxonomy, which this study considers, unlike the above two, seems comprehensive. He categorizes types of listening in to four: global, selective, intensive and interactive listening (Roost, 1990). These will be dealt as follows.

- a. **Global listening:** This is listening to the overall sense of a given text. Such type of listening enables students to develop the ability to extract a topic or theme of a text i.e. to generalize what the text is all about.
- b. **Selective listening:** Unlike the first one, this is listening for the purpose of deriving specific information from any text. This implies that we should not listen to everything said but that we need to be purposeful and selective
- c. **Intensive listening:** This category focuses on listening to features of language systems after the text is well understood. As features of a language such as pronunciation, vocabulary, and grammar are building blocks of the language, teachers need to give time for such listening activities
- d. **Interactive listening:** This is listening to give the appropriate responses /feedback to a speaker. The term 'appropriate' here means that the responses should be carefully selected based on the speakers personality or cultural styles. In relation to this Nadig (2006, online) states "In active listening we are active in checking out our understanding before we respond.... We restate... our understanding of their message and reflect it back to the sender for verification.

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

2.9. Effective teaching of Listening

Language comprehension is generally seen as part of an interactive process arising from the complex interplay of the three main dimensions of interaction; the social, the cognitive and the linguistic (Brumfitetal (1996) cited in Taye (2008) states that, the social dimension takes account of the fact that interaction between people is the chief 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 through talking and listening to others. The linguistic dimension refers to the ways in which participants interpret, predict and summarize components of spoken message.

Anderson and Lynch (1988) cited in Taye (2008) mentioned the kinds of information source used in comprehension can be summarized under two main headings. These are:

A) Knowledge about the content of the spoken message .General knowledge to do with facts and information, socio- cultural knowledge to do with topics setting and participants in interaction, procedural knowledge about how language is used for example, knowing that questions generally demand responses.

B) Knowledge about the language used in the spoken message. Recognition of items of vocabulary and sentence patterns, understanding of phonological features such as stress, intonation and sounds

While they are drawing upon these kinds of knowledge listeners are engaging in the process of constructing a coherent interpretation of the spoken word. This process, which involves selecting, interpreting and summarizing input, emphasizes the active and personal nature of successful listening. Thus it is not appropriate to describe listening as a ‘passive’ skill; listeners are just as much active participants in interpreting a spoken text as readers are active when making sense of a written text (Brumfit et.al 1984)

In addition to this, there should be a link between talk and listening. That is to say, in order to be an effective participant in interaction, the foreign learner has to develop skills in both speaking and listening. This interdependence, according to (Brumfit et.al1984), means learners need to be given opportunities to develop, practice and integrate both sets of skills.

For Sheerin (1987) effective teaching of listening involves “procedures such as provision of adequate preparation, adequate support and appropriate tasks, together with positive feedback, error analysis and remedial action”. She also emphasizes that language teachers can present listening lessons effectively when they make adequate pre teaching preparation. i.e. .Study the text, identify and adjust the level of difficulty of the listening tasks.

Citing Rost (2001) Haregewein (2003) puts elements of effective teaching of listening as follows:

Careful selection of input sources (appropriate authentic interesting, varied and challenging), Creative design of tasks (well-constructed, with the opportunities for the learners to activate their own knowledge and experience and to monitor what they are doing), assistance to help learners enact effective listening strategies and integration of listening with other learning purposes (with appropriate links to speaking, reading and writing)

Language teachers are, therefore, expected to make the necessary preparation (by previewing the material, adapting it using additional and alternative materials, designing suitable tasks. And they also provide the necessary support during the actual classroom practice (Ur 1984, Harmer 2001, Vandergrift 1999). They also play a role in introducing learners the strategies they should employ in listening classes in order to understand the spoken language (Holmes2001). The practicality of all these, however, highly dependent on the qualification teachers have undergone and how much they have been engaged in continuous professional development trainings (Palmer 1993).

2.10. Teacher's Role during Listening Activities

Teachers have a big responsibility in their class rooms; they have a huge impact on their learners either negative or positive. It is teacher's responsibility to create friendly supportive atmosphere.

Underwood (1989) cited in Ement (2015) suggests that teacher's aims of supporting the students to become better at listening should contain:

- Introducing learners to a variety of listening experiences: teachers can use several numbers of listening activities that contains range of the target language. This will prepare their students for different situations in their lives.
- Helping listeners to gain the insight what listening represents: teachers ought to make their students change their attitude towards listening and explain the process of it to them.
- Making listening meaning full for the learners: teachers should try to bring recordings that are as realistic as possible, contain normal speech, so that the listeners are in touch with the outside classroom listening.
- Raising learners' confidence: teachers must encourage their students during the listening texts to help them to continue with listening. They should also try to bring such listening texts in which the learners can be successful but on the other hand are not too easy.

Other aspects of the teachers' role that will help their students to become better at listening are to include areas in to listening course such as employing strategies used in mother tongue during listening activities, building up knowledge of cultural background of the target language and helping the learners to accept partial understanding (Underwood,1989).

Underwood (1989) claims that there are other things teachers have to take in to consideration while preparing the lesson plan:

- Whether teachers should prepare a separate listening lesson plans: which will be focused on listening practice, or incorporate listening in to more language lessons which would be more or less focused on general knowledge.
- The availability of the equipment: during the listening practice teachers usually serve as technical support and that is why they should check before the lesson whether a player is working or not or whether they can handle with the new equipment or not.
- Amount of time spend on listening practice: nowadays teachers are required to reserve a part of a lesson for listening and therefore it is the responsibility to outline the time for listening practice.

- Whether the learners going to sit for an exam or not: which consists of listening tests. If yes teachers must cover this in their plans.

As to Underwood (1989) the role of teachers in teaching listening are also sub divided in to three depending on the actual practice in the classroom.

Teachers' role before listening: before the lesson itself teacher should think about several steps. First of all they have to choose appropriate listening texts, check the quality of the recordings. Secondly they have to take in to consideration visual support as visual aids are helpful for majority of the learners. Thirdly teachers have to consider the listening procedure i.e. how to organize the stages, whether to use real life recordings or not.

Teachers' role during listening: at this stage teachers just make sure that the lesson follows the lesson plan and works mainly as a facilitator. The main aim of the teacher is to encourage their students and help them if necessary.

Teachers' role after listening: at this stage teachers ought to support their students cooperate with their classmate and they should include pair or group work. Thus, working together and comparing their answers with classmate will help them to release the stress caused by listening. Then teachers have to give immediate feedback since the later feedback is not efficient as students do not remember what was in the listening text

2.10.1. Stages in Teaching Listening Comprehension

Listening activities in general should consist of some well-structured stages. These are pre-listening, while-listening and post listening stages (Rixon1986; Underwood, 1989; Yagang, 1993).

2.10.2. The Pre-listening Stage

Field (2002) describes the standard format of a listening lesson as follows. The most suitable stage in which to provide students with background information is the pre-listening stage. This stage consists of teaching critical words and engaging students in pre-listening activities.

Field suggests that teachers encourage guessing the meanings of unknown words from context instead of teaching the critical words before listening, which was not a common practice in traditional classrooms. He does not mean that none of the key words should be taught; rather he urges teachers to be careful about finding a balance between teaching all of the critical words and not teaching any of them. He suggests not teaching more than three to four critical words. 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 is critical for activating personal schemata and engaging the students in the flow of the lesson. Teachers should be conscious about the length of time that they devote to the pre-listening stage, since there is a danger of shortening the time for actual listening practice if the pre-listening stage is too long. Tasks might also be employed before listening in order to provide a purpose for listening and a context for comprehension (Buck, 1995). The provision of a purpose for listening enables learners to listen selectively as in real life.

Before they happen to listen to a certain listening text students should do some activities which help them prepare for what they will hear concerning this Lindsay and knight (2006:49) state that pre-listening activities should aid learners by focusing their attention on the topic, activating any knowledge they have about the topic, and making it clear to the learners what they have to do while they listen. According to these scholars learners should be assisted by dealing with the following:

Similarly Turner (1995), States that pre-listening work is concerned with setting the scene, preparing the ground linguistically and culturally before the listening begins. According to this scholar a teacher is therefore expected to:

2.10.3. While Listening Stage

While- listening activities can be shortly defined as all tasks that students are asked to do during the time of listening to the text. The nature of these activities is to help student to listen for meaning that is to elicit a message from spoken language. While- listening exercises should be interesting and challenging. They should guide the students to handle the information and messages from the listening text. Lindsay, and Knight, (2006) state the following as some examples of while listening activities.

It is important to prepare tasks for listening practice (Buck, 1995), particularly for the during-listening stage. Tasks should increase the degree of attention paid to meaning rather than form, thus ensuring that listening is a communicative information-gap activity. Common examples of during listening tasks include following instructions to fill in boxes or grids, completing drawings or diagrams, and participating in competitive quizzes while they listen to texts. When engaged in such tasks while listening to texts, learners do something with, the information they have. Tasks such as these act as models for real-life responses. Tasks should be simple, success oriented and easy to respond to so that ongoing response during-listening is created as in real life (Ur, 1984).

2.10.4. Post-listening Stage

The third stage of a listening lesson, the post-listening stage, may be where teachers highlight important functional language that students have been exposed to in the during-listening stage. Using listening as a way of reinforcing grammar might be one teaching technique, but it is not the only one. In the post-listening stage, the teacher can ask students to infer the meanings of new words from the context. Teachers may have students infer the meanings of the unknown words by writing the target words on the board, replaying or reading the sentences containing them, and asking the learners to work out their meanings. This stage should also include checking answers to listening comprehension activities (Field, 2002). In addition, post-listening may be a good stage in which to integrate listening with other language skills

In real life, we mix and combine the skills all the time. Listening and speaking are inseparable in the young first language learner. Throughout our daily lives we read and make comments; we listen and write. Therefore, the language learning we do through listening should be connected with the language learning we do through speaking, reading or writing. Post listening activities can consolidate what has been heard through reading and writing, which are more self-paced and reflective activities (Rixon 1986, Underwood 1989 and Turner, 1995).

Underwood (1989) discusses that the purpose of post-listening activities are to

- ✓ Check whether the learners have understood what they need to understand and whether they have completed the while listening tasks effectively;

- ✓ Reflect on why some students have failed to understand or missed parts of the message
- ✓ Expand on the topic or language of the listening text, and perhaps transfer things learned to another context

2.10.5. Process of Listening Comprehension

Listening comprehension has begun to be seen as an active process rather than a passive process because “listeners actively process and interpret information” (Mendelsohn, 1995; p. 133). The listener not only receives the meaning but also recreates it (Rost, 1990). O’Malley and Chamot (1990) point out the mental processes involved in listening. They maintain that there is a cognitive theory which underlies the processes involved in listening, a theory which was first presented by Anderson (as cited by O’Malley & Chamot, 1990). This cognitive theory views language comprehension as a complex process in which learners construct meaning from input. Anderson proposes that comprehension of aural and written texts are similar in nature. He then differentiates comprehension into three interrelated processes: perceptual processing, parsing, and utilization.

Robin (1995) cited in Koichi Nihei (2002), "for second language (foreign language learners listening is the skill that makes the heaviest processing demands because learners must store information in short term memory at the same time as they are working to understand the information. O.Malley, Chamot, Kupper(1989) claim that "Listening comprehension is an active and conscious process in which the learner constitutes meaning by using cues from contextual information and from existing knowledge. . ." It is, of course, clear that we cannot see and observe the cognitive process can help as to rethink the methods of teaching listening. However, understanding the listening process can help as to rethink the methods of teaching listening. For this purpose, there are two key components for clarifying the listening process. These methods are bottom-up and top-down processing.

2.10.6. Bottom-up Process

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). Richards (1990) illustrates the bottom-up process with examples of scanning input to identify familiar lexical items, segmenting the stream of speech into constituents, using phonological clues to identify the information focus in an utterance, and using grammatical clues to organize input into constituents. Buck (2001), however, states that a bottom-up processing view does not reflect the real nature of language comprehension since “it is possible to understand the meaning of a word before decoding its sounds

Hedge (2002) cited in Emnet (2015) points that "we use our knowledge of language and our ability to process acoustic signals to make sense of sounds that speech presents to us.” In other words we create the message from the individual parts e.g. from sounds towards the grammatical units to lexical meaning. And at the same time with this process we use any clues that can help us with the meaning. Hedge claims that there are several clues such as the stress implied on certain meaning full units, relationships between stressed and unstressed syllabus: we also use our lexical and syntactic knowledge to get the meaning of the words

2.10.7. Top-down Process

Peterson(2001)cited in Nihei(2002) ,defines top down processing as the higher level process" driven by listeners" expectations and understandings of the context, the topic, the nature of text and the nature of the world. “On the other hand, he defines bottom-up processing as the lower level process" triggered by the sounds, words and phrases which the listeners hears as he or she attempts to decode speech and assign meaning."In listening comprehension the two processing are correlated in a complex relationship and both are used to construct meaning. To construct the meaning, listeners are not passively listening to speakers or information but are actively reconstructing the speakers intended meaning and getting meaningful information by decoding the sounds, words and phrases.

Therefore, in fluent listening, the degree of bottom-up and top-down processing employed depends on other factors such as familiarity with the topic, background knowledge, and purposes for listening. Richards (1990) provides the example of a cook who is a proficient English learner or even a native speaker. An experienced cook, while listening to a recipe from the radio, depends more on top-down processes, that is, his/her background knowledge, whereas a novice

cook depends more on bottom-up processing, that is, linguistic clues. Besides the bottom-up and top-down processing views of listening comprehension, there are several other classifications of listening that are based on functions of language use.

Generally, listening is the process of constructing meaning from the responding of spoken to non verbal message. Teaching listening have its own difficulty all the above reviewed literature shows it has its own process. The importance of perceptions is to understand humans behavior it is very important to understand their perception that is how o perceive different situations. The other importance builds the character not necessary good or bad character

CHAPTER THREE

3.1. Methodology

This section presented the research methods that were employed to conduct this study. Here, research design, study site and population, sample size, sampling techniques, data gathering instruments, procedures and data analysis was discussed below.

3.2. Research Design

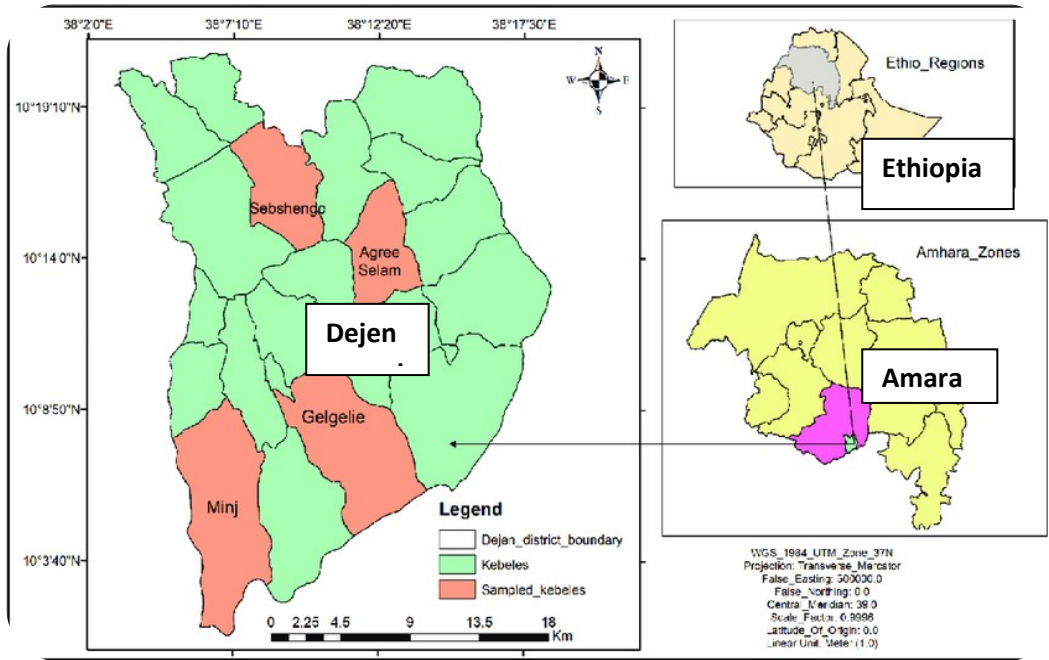
This study conducted into how listening lessons are often taught by EFL teachers at five medium-level primary schools in Dejen Woreda. So, a descriptive survey research design was used to accomplish the study's objectives. This mainly because, descriptive research design simply describes, assess and interprets the nature of data (quantitative and qualitative) analysis. In addition, this research design was appropriate to the study since it enabled the researcher to describe and interpret the correct status of the issue to be studied. The descriptive research design also answer to the question of who, what, when and how connected with a specific research problem.

3.3. Study Site and Population

3.3.1. Location of the study

This study was carried out in Dejen woreda which is found at east Gojjam zone in the north western part of Ethiopia. It is located at about 230 km north of Addis Ababa and this woreda is bordered with Enemay woreda in the North, Oromia region in the south, Awabal woreda in the west and in the east shebel Berenta woreda (source Dejen woreda road and transport office). The total population of this area is 112808 (office D. W., 2022). In this woreda there are 53 schools exist in all levels. These schools have 30060 students and 1566 teachers (woreda education, 2023).

Figure 3.1. map of study area



Source : Google map 2022

3.3.2. Target population

The researcher was encouraged to conduct this research in medium level schools (grade 7&8) in Dejen Woreda because of the following reason. Firstly, since the researcher lives in this Woreda, it was easier to get information without travelling long. Secondly, information and resource for the study were easily accessible. Thirdly, most of the experienced teachers of the sample school were expected to give relevant information for this study. In this woreda there were 24 medium level schools with 42 English teachers and 3305 students.

Table: 3.1 Target population size

Name of medium primary schools	Number of English teachers (grade 7&8)			Number of students (grade7&8)		
	M	F	T	M	F	T
Dejen primary	1	1	2	68	85	153
Dejen 02	1	1	2	75	111	186
Koncher	0	2	2	81	102	183
Dongit	1	1	2	56	42	98
Teden	1	1	2	87	92	179
Amarit	1	0	1	26	35	61
Geliglie	2	1	3	85	115	200
Abay sheleko	1	1	2	101	117	218
Minij	2	0	2	73	107	180
Ytinora	1	1	2	55	42	97
Tik	1	0	1	34	35	69
Tirich	1	1	2	35	59	94
Borebor	2	0	2	36	31	67
Alekitam	1	0	1	35	37	72
Workamba	2	0	2	51	68	119
Sebshengo	1	1	2	80	78	158
Enajima	1	1	2	67	74	141
Jeba	0	1	1	18	28	46
Ynagnat	0	1	1	49	36	85
Kokwuha	1	1	2	115	122	237
Gubaya	1	1	2	124	136	260
Getem	1	1	2	65	111	176
Kol	0	1	1	67	81	148
Enizigosh	1	0	1	40	38	78
Total	24	18	42	1523	1782	3305

Source: Dejen woreda half year report (woreda education, 2023)

3.4. Sample Size of the Study

The nature and size of the sample were determined by a number of factors. According to Yalaw(2005)" sample size can be determined by considering the homogeneity of the population size of the study". According to him, in educational research, especially for descriptive study, the population under TEFL teachers was homogeneous, a small size was sufficient. This mainly because the number of the TEFL teachers had similar characteristics, small size could be sufficient to represent the whole population. Hence, taking this fact into account, the researcher intended to take 10 grade 7&8 EFL teachers (7 males and 3 females) from the targeted schools.

Table3.2 sample size of medium level English teachers

Sample schools	Number of grade 7&8 teachers		
	M	F	T
Dejen	1	1	2
Dejen 02	1	1	2
Yetinora	1	1	2
Borebor	2	0	2
Workamba	2	0	2
Total	7	3	10

Source: *Dejen woreda education office half year report* (woreda education, 2023)

However, the researcher decided to take two types of sampling method for students' participant because the number of students in there selected school were 622 that were unmanageable. According to Gay (1981) cited in Miriti,(2014) 10% of the accessible population in a description study is enough samples. Based on this the researcher took 64 (10%) students. First the researcher used quota sampling technique based on the number of grade 7&8 students in each school proportionally Dejen 15/153, Dejen02 19/186 Ytenora 10/97 Borebore 8/67, Workamba12/ 119). Secondly the researcher used simple random (lottery) method to select the sample from each school.

Table: 3.3. Sample size of grade 7&8 students

Name of sample schools	Number of students			Number of Sample students $n=N \times 10/100$
	M	F	T	
Dejen	68	85	153	15
Dejen02	75	111	186	19
Yetnora	55	42	97	10
Borebor	36	31	67	8
Workamba	51	68	119	12
Total	285	337	622	64

Source: *Dejen woreda education office half year report (woreda education, 2023)*

3.5. Sampling Techniques

In gathering the data, there must be appropriate and representative sample. In the research settings five medium level schools in Dejen Woreda were selected purposely. The sampling techniques to be used in this study were Comprehensive Sampling technique, quota and simple random sampling techniques to involve grade 7&8 FEL teachers and students.

3.6. Data Gathering Instrument

Researcher got the data for the study needed from various sources. The source may vary depending on the nature of the study. Therefore, to collect data from the samples, the researcher used content analysis checklist, questionnaires, classroom observation and interview. These instruments were used to collect qualitative and quantitative data for the purpose of investigating relevant information from the teachers and students.

3.6.1. Content Analysis

This instrument was designed to see whether the English language teacher follow the procedure suggested for teaching listening lesson and to examine the appropriateness of the contents of listening material and the procedure proposed to teach them in relation to student's level of education. So the researcher developed certain criteria or content analysis checklists which were

adopted from Richards (1985), Rost (1990) and Cunnings worth (1995) for analyzing the content of listening material or the textbook.

3.6.2. Questionnaires

Questionnaires are instruments that help the researcher to collect appropriate information from many participants in a short period of time if the questions are clear, short, simple and to the point to understand the concept and it avoid frustrations from the respondents which mean it is a good tool for the protection of the privacy of the participants. According to Dornyei (2003) cited in Mengistie (2015), questionnaires can collect data about respondent attitudes, opinions and value. The questionnaires were developed for 10 teachers teaching grade 7&8 and 64 grade 7&8 students to get information about their perceptions and practice of teaching and learning listening. The questionnaires were constructed in closed and open ended format.

3.6.3. Classroom observation

Classroom Observation involves recording the behavioral patterns of people, objects and events in a systematic manner. So as to gather relevant information, suitable observation should be conducted. According to William (2000) cited in Mengistie (2015), classroom observation is appropriate when the problem is clearly defined and the information needed is specified. Because of its credibility and richness of information, observation in the actual classroom is a desirable way of data gathering. The researcher selected six of the ten EFL teachers of grade seven & eight randomly to be observed. These teachers were observed during the teaching learning of the listening section to see the practice of teaching listening using observation checklist.

The objective of classroom observation for this study was to investigate EFL teachers' practices of teaching listening skill. In order to avoid personal bias, the observation was conducted by the researcher and co- observers, and was conducted in four phases with the selected topics.

3.6.4. Interview

The interview questions were structured for EFL teachers who have been teaching in grade seven and eight because they are small in number, so this instrument is manageable for the study. It was semi- structured interview so as to get additional data in this study. Because it helps to guide

the subjects of the study in providing relevant data and getting verification by asking their reasons and it was expected to enrich the information obtaining through observation and questionnaires. Grade 7&8 teachers were interviewed that the researcher who were seen in the classroom observation. The interview was used in order to triangulate the data collected through classroom observation and questionnaires

3.7. Pilot Testing of the Instruments

The final preparation for data collection was to conduct the pilot study. It was done for the Questionnaires before it was distributed to the actual respondents. The purpose of the piloting was to get full insight, to establish appropriate data gathering instruments and follow the necessary procedure. Generally it used to test and improve the instruments before distributing to the respondents. For the pilot study the researcher used 2 grade 7&8 EFL teachers' and 8 grade 7&8 students at Koncher primary & medium level school in Dejen wereda teachers and students who were not participants in the process of data gathering.

Following the pilot study the researcher made changes. For instance, leading questions, unclear instructions and even the number of questionnaires were changed. This change helps the researcher to assess and examine the quality of items, the appropriateness of the items and relevance of the items in the questionnaires.

3.7.1. Reliability and Validity of Instruments

In order to maintain the reliability and validity of questionnaire, a pilot study was done with the sample. The pilot test was given 2 EFL teachers' and 8 students from grade 7 & 8 at Koncher primary and medium level School, to check whether the instrument was strong enough to generate the require data the study want. For the validity of the questionnaires it was given to the subject experts and students. To check the reliabilities of each item, item total correlation was calculated, so the result of Cronbach Alpha was 0.876 then the result showed that each item was significantly correlated.

Table : 3.4. Reliability SPSS out put

Cronbach's Alpha	N of Items
.876	41

Source: SPSS version 26

3.8. Data Collection Procedure

The data to be used was collected by the researcher in the following ways:-First, observation was conducted based on the newly published grade 7 & 8 English text book and teachers' guide. Second questionnaire was conducted for 10 teachers and 64 students randomly selected sections of the sample schools for grade 7 and 8 before administrating the questionnaire. Then, class room observation was conducted 6 randomly selected sections of sample schools to compare the collected data with the result of questionnaire. Finally the interview of teachers' was conducted with a brief orientation about the purpose of the study.

3.9. Methods of Data Analysis

The nature of the data analyses of any research depends on the nature of data collected instrument and the nature of research design (Cohen, 2000: cited in Mengistie 2015). The data obtained from observation of the newly published grade 7 & 8 text books and teachers guide, questionnaires; interview and classroom observation were analyzed using qualitative and quantitative methods because these methods were the effective ways in descriptive research design to address a research problem. So employing both qualitative and quantitative methods were advisable to critically explore a given research problem. These methods helped the researcher to triangulate the collected data. The data that was gained through teaching material (text book and teacher guide) classroom observation and interview were expressed in words

rather than tabulate them. Generally more emphasis was given to the qualitative than to quantitative. On the other hand, the data collected from teachers' and students' questionnaires were analyzed by using descriptive statistics, particularly by tables and percentage.

CHAPTER FOUR

4. DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1. Introduction

This chapter presented the findings of the study based on the methodology stated in chapter three; data collected from medium level English teachers and students. The main purpose of the study was to investigate EFL teachers' perceptions, practices and challenge of teaching listening in Dejen woreda selected primary schools. To achieve the objectives, 10 sample members of medium level teachers and 64 students were obtained using comprehensive and random sampling approach respectively. For quantitative mean, frequency and percentage were used to analyze the collected data. The results were presented in the form of tables and figures for easily understanding. In addition to quantitative analysis, qualitative analyses were also employed to examine the perception and practice of teachers through interview and to analysis the content of newly published grade 7&8 English text books.

4.2. Content Analysis of grade 7 &8 English text books

4.2.1. Overview of the Course Materials Listening Section

The new English for Ethiopia course materials for Grades 7 and 8 contain a total of 20 topic-based lessons. Every grade level's textbook contains ten lessons on listening. The teacher should read aloud from each of the texts that are provided. There are several listening activities included with each listening text to help students enhance their listening skills in accordance with the course theme.

The listening activities include blank space, matching, short answer and comprehension questions, retelling, relating ideas, passage completion, listening to stories and filling in the blanks, writing down key points, group discussions, recording key points from texts, and filling in charts and tables. They were included in the course materials along with the listening texts as supplemental tools to encourage students to improve their listening skills through a range of in-class activities.

The course material is created regarding to listening activity composed of three phases- the pre listening, while listening and post listening. The pre listening phase is where teachers help students prepare to listen through activating their schemata. In other words teachers should help students bring their background knowledge about the issues in the listening texts. This can take the form of brainstorming questions, pre teaching key vocabulary and describing the purpose for listening. The while listening phase is where teachers help their students focus on the listening text. The tasks in this phase are meant to develop students' abilities to listen for general and specific information as well as to comprehend what they listen. Different comprehension questions are included to realize this goal. The post listening phase is intended to help students reflect on what they listened of. It is where students relate what they have learnt from the text with their experiences. Tasks in this phase require the use of speaking and writing skills where in the meantime students are encouraged to be involved in higher order thinking skills. Students are given opportunity to exchange information, summarize idea, solve problem and handle discussion. Such activities are sought to promote critical and creative thinking.

4.2.1.1. Content Analysis of the Course Materials Listening Section

In order to undertake a thorough and representative analysis of the English for Ethiopia Grade 7 and 8 course book, the researcher had intended to examine 10 units (5 from grade 7 and 5 from grade 8), with a focus on the listening segment supplied there. The targeted units were picked using a methodical sampling process. In the 20 units, all odd numbers (1, 3,5, 7, and 9 from each grade) were examined. The main sources of inspiration for the assessment's parameters were the study by Cuning Worth (1995) that Eminent (2015) cited.

4.2.1.1.1. Content analysis of Grade 7 text book

The first unit of the text is titled "living rural areas". A listening text is added underneath it. "A peaceful walk in the country side" is the title. The text is structured so that readers can extract particular information from it. The setting of the tale was Ethiopia's rural areas. The passage's narrative aligns with what the students already know. The statement included there also refers to travel-related events. One of the requirements for a suitable text book is the ability to practice properly integrating language use, which the post-listening exercises gave students the chance to do.

The third unit is titled "road safety." "Road accident" is the listening text that is relevant. This chapter was written specifically to be read aloud. It contains information on the issue of rising auto accidents in Ethiopia. Give them a picture to ask about their knowledge during the pre-listening phase. Saying true or false depending on the facts in the listening text was one of the activities for this topic. When asked about their solution for a traffic accident, students should briefly respond to what they have learned after listening. Here, it offers them the opportunity for cooperative learning and motivates them to use reasoning to find a solution to the issue at hand.

Unit 5, "Diary" "The Status of Ethiopian Dairy Farming," a specially written chapter for loud reading, is the linked listening text. The paragraph focuses on real information from Ethiopian diarist activity. Additionally, the exercises that follow challenge students to write the paragraph using the proper words and phrases from the listening text. They then held a conversation regarding their opinions about the text's major idea. So, it appears that the text is appropriate for a communicative strategy.

"Voluntarism" is the seventh unit. "Abebech Gobena's humanitarian organization" is the linked listening text. This text is about Abebech Gobena's personal initiation to help orphans. They respond to the subject with ease and pay close attention. The tasks there ask students to explain their understanding of several images related to the text as part of a pre-listening practice. Ask students to listen to the text and provide details about it during the while-listening exercise. Then, ask them to retell the text they just listened to during the post-listening activity.

.The audio material for Unit 9, "Self-Expressions," is "The Benefits of Self-Expression." The activities are set up so that students can develop their ability to listen for the main idea and

specific information in a text because the text is a passage that has been specifically written for loud reading. Consider listening and providing a succinct true/false response while selecting to comprehend.

4.2.1.1.2. Content analysis of Grade 8 text book

To begin with unit 1 (grade 8), the unit is entitled "economic activities in rural areas". Under it, a listening text is incorporated. It is entitled "agriculture". The text is designed in such a way that learners can identify important details from it. For example, manufacturing, mining, fishing, planting, agriculture, and energy are taken as important activities. The story was about the main economic sector of Ethiopia. The story in the passage matches the students understanding. The message possessed there is also related to actual data. The post listening activities provided learners with an opportunity to practice skillfully integrating language use, which is one of the criteria for an appropriate text book.

Unit 3 is entitled "Traffic Rules and Regulations." The related listening text is "Traffic Rules in Ethiopia". This is a specially constructed passage for loud reading. It has new traffic laws in Addis Ababa, which attract the attention of students. The exercises under this topic included choices to identify the title, main idea, and specific ideas, and blank space to understand vocabulary. Here, it provides them with cooperative learning and encourages them to think logically when searching for solutions to the problem they face.

Unit 5, "livestock farming" The related listening text is "livestock farming" which is designed as a specially constructed passage for loud reading. And the exercises under it engage students in expressing what they have heard and using livestock related words in context. Then they held a discussion on how they felt about the main point in the text. So the text seems appropriate for a communicative approach.

Unit 7 is "charity" and this unit contains the related listening text "Hannah Taylor". This text is related to the homeless girl. They easily react to the topic and listen attentively. The exercises there engage students to listen, comprehend, and retell the story.

Unit 9, "Gender Equality," has a related listening text, "Gender Gap." The text is a specially constructed passage for loud reading, and the activities are designed in such a way that students can improve their skill of listening for the gist and specific information in a text. For example, listen and give a short answer, saying true or false and choosing to comprehend.

In order to summarize the analyses above, each listening paragraph has a specific theme. Such listening texts allow students to get more familiar with the unit's subject, according to Morely (1999) cited in Eminent (2015). Additionally, they assist in recycling and reinforcing the vocabulary and grammatical structure presented to the students earlier. Additionally, the listening texts are carefully written passages intended for reading aloud and are placed in meaningful contexts. The listening exercises offered to diverse and encourage students to practice several important aspects of listening for language learning. Additionally, teachers can easily direct their kids to the appropriate track using well-defined processes. The listening texts, on the other hand, are devoid of dictation exercises and recorded media like CDs and videos.

The listening texts were generally chosen and created with the needs and skill levels of the students in mind according to the content analysis of the texts, Pre-, during- and post-listening activities were included. This led one to believe that the newly designed English for Ethiopia Grade 7 and 8 course materials have given listening skills with a lot of consideration.

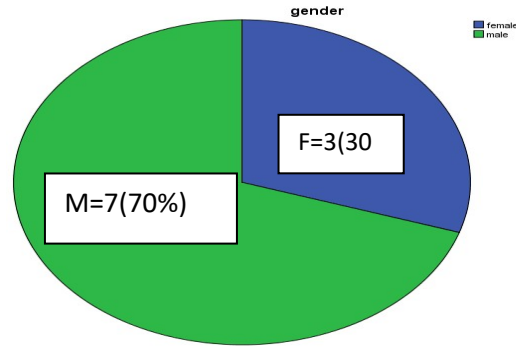
4.3. Analysis of teachers and students questioner

4.3.1. Background information of respondents

4.3.1.1. Gender of respondents

4.3.1.1.1. Gender of teachers

Fig. 4.1 Teachers' gender



Source: survey data 2023

According to fig 4.1 above, 7 (70%) of respondents were males whilst 3(30%) were females. The fact that majority of the respondents were males since there were more male teachers than females. This indicated that the number of males who have taught English in selected grade levels have been greater than that of females.

4.3.1.1.2. Gender of students

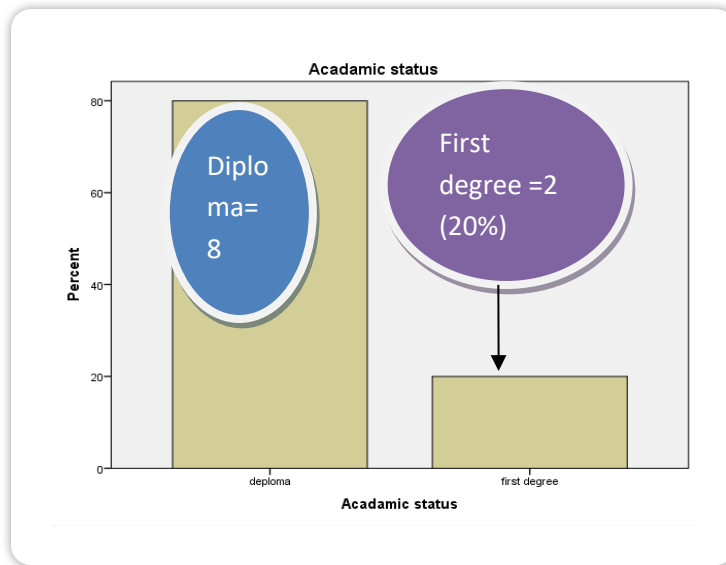
Table: 4.1 Gender of students

	Frequency	Percent
Female	35	54.7
Male	29	45.3
Total	64	100.0

According to table 4.1 above, 35 (54.7%) of respondents were females whereas 29(45.3%) were males. The fact that majority of the respondents were females since the students were selected by random sampling method from each school.

4.3.1.2. Educational level of teachers

Fig.4.2 Education Level of teachers



Source: own survey data 2023

Based on the educational level, the majority of the respondents (80 %) have been diploma and (20%) have been degree holders, so most teachers were moderately educated.

4.3.1.3. Work experience of teachers

Table: 4.2 work experience of teachers

Year of experience	Frequency	Percent
below10	1	10
10-15	2	20
16-20	5	50
above 20	2	20
Total	10	100

Source: own survey data 2023

The study collected primary data from the sample of 10 medium level (grade 7 & 8) English teachers from 5 selected schools in Dejen woreda. Majority of the respondents were teachers with work experience of between 16-20(50%) years. This indicated that they had enough information about the challenges faced by teaching listening skill in this level.

4.3.2. Analysis from teachers questioners

4.3.2.1. Analysis Teachers response on their perception on teaching listening skill

The first questionnaire prepared for the teachers consists of 10 items, these items dealt with the perception of teachers on the new practiced English curriculum regarding to listening class..

Table: 4.3 statistics of teachers' perception

Questioner items	SD		D		SLD		SLA		A		SA		T	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1. Listening is a skill that can be taught							3	30	4	40	3	30	10	100
2. Listening is the most important among the four skills									3	30	7	70	10	100
3. more emphasize needs to be placed on the role of listening in the learning process							1	10	5	50	4	40	10	100
4. improving my students listening skill affect their learning on all subject areas									1	10	9	90	10	100
5. Students should do less talking and more listening to the teacher in listening class.											10	100	10	100
6. my students have lack of vocabulary to arise their listening skill							8	80	2	20			10	100
7. even though my students don't understand words they can work out their meaning from the context	1	10	5	50	4	40							10	100
8. I cannot teach listening without enough equipment							4	40	5	50	1	10	10	100
9. my students are interested to engage in listening class	1	10	4	40	5	50							10	100
10. I feel confident to prepare listening skill materials							5	50	5	50			10	100

Source: own survey data 2023

According to item 1, 3 (30%) of teachers slightly agreed, 3 (30%) strongly agreed, and the remaining 4 (40%) agreed that listening is a skill that can be taught. Regarding to item 2, 3 (30%) of teachers agreed, and 7 (70%) strongly agreed, that listening is the most important among the four skills.

In item 3 most teachers 9(90%) agreed on listening skill needs more emphasis in the learning process. The rest also supported slightly on the assumption. The same to item 3, item 4 also most teachers 9(90%) strongly agreed on improving my students listening skill affect their learning on all subject areas. The rest also supported on the assumption. Regarding to item 5, all respondents agreed strongly on the idea that listening class needs conducive environment particularly silent situation.

According to item 6 (my students have lack of vocabulary to arise their listening skill) even though there is different level of agreement among teachers, they almost all were disagree with the presented questioner.

Based on item 7 most teachers (60%) said that their students had lack of understanding contextually. The rest also agreed somewhat. Regarding to item 8 most teachers (60%) were not interested teaching without teaching equipment.

According to item 9 most respondent teachers responded somewhat disagree with students interest regarding to listening class. The other respondent teachers disagreed (40%) and strongly disagreed (10%) respectively. On the other hand the last item indicates that half of respondent teachers had confidence to prepare listening skill material. The other respondents had partially confidence to prepare listening material.

Generally the analysis of teachers perception showed that, all the teacher respondents reacted positively, replaying that it was suitable. The problem here was the degree in which they perceived this suitability of the proposed assumption.

4.3.3. Analysis Teachers response on their practice on teaching listening skill

The second questionnaire prepared for the teachers consists of 6 items dealt with the current practice of teaching pre – listening.

4.3.3.1. Analysis of teachers’ current practice of pre-listening stage

Table 4.4: statistics of teachers listening practice in pre- listening

Questioners	Response of current practice
-------------	------------------------------

	Always		Usually		Sometimes		Total	
	F	%	F	%	F	%	F	%
1. I have clear preparation for teaching of listening skill	3	30	6	60	1	10	10	100
2. I prepare lesson plan with activities that encourage listening	5	50	4	40	1	10	10	100
3. I facilitate classroom environment conduct for listening skill instruction	4	40	6	60	-	-	10	100
4. I encourage my students to be positive about listening class	8	80	2	20	-	-	10	100
5. I give a specific objective to my students to achieve listening	6	60	4	40	-	-	10	100
6. I encourage learners to guess the meaning of vocabularies in the passage before listening	1	10	4	40	5	50	10	100

Source: own survey data 2023

As shown in Table 4.4 above, 30% of the teacher respondents replied that he/she always prepared by listening clearly, while the other 60% and 10% of the respondents indicated that they practiced the given activities usually and sometimes, respectively. Regarding item 2 set the preparation of a lesson plan for each listening activity; the majority (50%) of them indicated always, while 40% of the teacher respondent replied that they practiced usually, and the rest (10%) replied that they practiced sometimes.

For item 3, 40% of the teacher indicated that, they always facilitate a conducive environment for listening, and a majority of 60% of respondents indicated that they usually practice the given activities. In Item 4, it is asked whether teachers encourage their students to become positive 80% of the teachers who responded to this item said they encouraged their students to be positive, and 20% of them reported that they usually think so.

In response to item 5, 60% of teachers stated that they set specific goals for listening activities, while the remaining 40% stated that they usually did so.

Regarding item 6, only 10% of teachers' reported that they encouraged their students to understand the meaning of vocabulary in the passage before listening. The majority of respondents (50%) reported that encouraging sometimes. Concerning the rest item, 40% of respondents reported that they usually encourage their students.

Generally, the analysis of practices showed that they were properly employing the pre-listening activities, but the result classroom observation indicated that the practice was not properly employed.

4.3.3.2. Analysis of teachers' current practice of while listening stage

Table 4.5: statistics of teachers' while- listening practice

Questioners	Response on the current practice							
	Always		usually		sometimes		Total	
	F	%	F	%	F	%	F	%
1. I introduce the listening text briefly	6	60	4	40	-	-	10	100
2. I use English for classroom instruction to learn students listening skill	3	30	7	70	-	-	10	100
3. when I teach listening skill, I use instructional media properly	1	10	4	40	5	50	10	100
4. I focus on how well students listen rather than their knowledge of listening	2	20	7	70	1	10	10	100
5. I give the chance for my students to listen the text more than once	9	90	1	10	-	-	10	100

Source: own survey data 2023

As shown in Table 4.5 above, 60% of teacher respondents replied that he/she always introduced the listening text briefly, the other 40% of the respondents indicated that they usually practiced the given activities.

In response to Item 2; they used English for classroom instruction to learn students listening skills, teachers indicated that less than half (30%) replied that they did always, while 70% of the respondents reported that they usually used English for classroom instruction to learn students listening skills. In this connection, item 3, when they teach listening skills, they use instructional media properly 10% of teachers replied that they always 40% of the respondents' answered usually, and 50% answered sometimes.

Regarding item 4 (they focused on how well students listen rather than their knowledge of listening), only 20% of them replied that always, the rest, 70%, and 10% of the respondents, reported usually, never, and sometimes respectively. The last item referred to giving the chance for my students to listen to the text more than once, majority of 90% of teachers indicated that they did always, and the rest of 10% of respondents replied usually.

From the analysis made the above, while listening activities were moderately involved but the result of classroom observation and students' questioners were indicated that less employed.

4.3.3.3. Analysis of teachers' current practice of post- listening stage

Table 4.6: statistics of teachers' post- listening practice post listening

Questioners	Response of current practice							
	always		usually		sometimes		total	
	F	%	F	%	F	%	F	%
1. I evaluate listening by giving comprehension questions	7	70	3	30	-	-	10	100
2. I ask my students to produce their own sentences using the new words they hear	1	10	5	50	4	40	10	100
3. I persuade my students to write a summery what they have listened.	1	10	4	40	5	50	10	100

Source: own survey data 2023

As indicated in table 4.6, in item 1 evaluate students listening by giving them comprehension questions; 70% of teachers responded that they always did so, and 30% responded usually.

Regarding item 2, ask students to produce their own sentences using the new words they hear. Only 10% of the teachers always did this activity, the majority of 50% did it usually, and the rest 40% did it sometimes. In response to item 3, only 10% of teachers responded. They persuaded their students to write a summary of what they have learned; 40% responded usually for this activity, and the rest, 50 rest 40% did it sometimes. In response to item 3, only 10% of teachers responded always and 40% responded usually for this activity, and the rest, 50%, responded sometimes.

From the above analysis, post-listening activities were partially practiced, but the classroom observation showed that they didn't properly employ at this stage.

4.3.4. Analysis Teachers response on their challenges on teaching listening skill

The third questionnaire prepared for the teachers consists of 6 items, these 6 items deal with the current challenge of teaching.

Table 4.7: statistics of teachers' challenge in teaching listening

Questioners	Level of agreement							
	strongly agree		agree		slightly agree		total	
	F	%	F	%	F	%	F	%
1. students get difficult to find listening material	8	80	2	20	-	-	10	100
2. my students have lack of vocabulary to arise their listening skill	5	50	4	40	1	10	10	100
3. The establishment of listening activities objectives is difficult	1	10	5	50	1	10	10	100
4. Listening instructional Medias are inadequate	7	70	2	20	1	10	10	100
5. students are not interested to learn listening skill	5	50	4	40	1	10	10	100
6. there is the problem of school management support to fulfill audiovisual instructional media	6	60	3	30	1	10	10	100

Source: own survey data 2023

Table 4.7 above For item 1, 80% of respondents replied strongly agree that their students faced difficulty to find the listening materials; the rest 20% respondents replied agree for this item. Concerning to item 2, 50%, 40%, and 10% of the respondents, respectively, stated that they strongly agree, agree, and slightly agree with the statement that the students had lack of vocabulary to arise their listening skills.

Likewise, in replying to item 3, the teacher faced difficulty establishing the objective of listening activity, as only 10% of the respondents confirmed that they strongly agree, 50% of respondents replied agree, and 10% of respondents slightly agree with regard to establishing the objective of listening activity.

In replying to item 4, (i.e. Listening Instructional Media are Inadequate), 70%, 20%, and 10% of the respondents, respectively, stated they strongly agree, agree, and slightly agree with the given statement. Regarding item 5, (i.e. students are not interested in learning listening skills);

50%, 40%, and 10% of teachers' stated they strongly agree, agree, and slightly agree with the given statement, respectively.

For item 6, (i.e. there is the problem of school management support to fulfill audiovisual instructional media), 60% of respondents strongly agreed, 30% agreed, and 10% slightly agreed with regard to the problem of school management support to fulfill audiovisual instructional media.

To sum up, the result showed that most teachers faced difficulties in teaching listening in the class in all given questioners. The participant teachers also replied the opened question that, 'is there any other challenges in teaching listening?'. Teachers' responses were:

- Big class size is (55-70 in one section) the critical problem to provide listening instruction
- Most students haven't minimum learning competency in there grade level
- Currently there is exist shortage of students text and teachers guide

4.4. Analysis from students questioners

The fourth questionnaire prepared for the students consisted of 12 items. From these, 4 items dealt with the current practice of teaching pre – listening, 6 items dealt with while listening and 2 items dealt with teaching post listening.

4.4.1. Analysis of pre -listening practice

Table 4.8 frequency and percentage of respondents on practice of teaching listening

Questioners pre listening	current practice											
	always		Usually		sometimes		rarely		never		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. I know why I learn listening skill	4	3.1	9	14.1	29	45.3	20	31.3	4	6.3	64	100

2. I am clear about what I am going to listen	1	1.6	5	7.8	36	56.3	21	32.8	1	1.6	64	100
3. my English teacher gives advice to listen her/his attentively	3	48.4	26	40.6	7	10.9					64	100
4. I can guess the meaning of vocabularies in the passage before listening	1		1	1.6	24	37.5	38	59.4	1	1.6	64	100

Source: own survey data 2023

As shown in Table 4.8 above, 3.1% of the student respondents replied that he/she always know why they learn listening skill, while the other 14.1% responded usually did it , majority (45.3%) of the respondents indicated that they sometimes practiced the given activities and 31.3 and 6.3 replied they know why learn listening rarely and never respectively. Regarding item 2,; the 1.6% of them indicated always, while 7.8% of the student respondent replied that they are clear about what they are going to listen usually, the majority (56.3%) replied that they practiced sometimes the rest 32.8% and 1.6% responded rarely and never respectively.

For item 3, how much their English teacher gives advice to listen her/his attentively, majority(48.4%) of the students indicated that their teachers always gives advice to listen her/his attentively , 40.6% of respondents indicated that their teachers usually practice the given activities the rest 10.9% students responded their teachers sometimes advise them. In Item 4, it is asked whether they can guess the meaning of vocabularies in the passage before listening 1.6% of the students who responded to this item usually, (37.5%) of them reported that they usually guess the meaning of vocabularies in the passage before listening sometimes, the majority (59.4%) of respondents rarely about the item and the rest replied they cannot guess vocabularies.

Generally, the analysis of practices showed that the pre-listening activities were not properly employed, but teachers' responses in pre-listening activities were properly employed.

4.4.2. Analysis of while listening practice

Table: 4.9 statistics of students' response on while listening practice

Questioners while listening	current practice									
	always		Usually		sometimes		rarely		Total	
	F	%	F	%	F	%	F	%	F	%
1. I am happy with the text that provided by my English	-	-	5	7.8	45	70.3	14	21.9	64	100

teacher											
2. I listen attentively when my English teacher read the text	1 6	25	33	51.6	11	17.2	4	6.3	64	100	
3. I do listening comprehension questions during listening class	1	1.6	6	9.4	37	57.8	20	31.3	64	100	
4. my English teacher uses English as medium of instruction	4	6.3	7	10.9	43	67.2	10	15.6	64	100	
5. my teacher reads the text by repeating more than once	4 1	64.1	18	28.1	5	7.8	-	-	64	100	
6. I am attracted with presented media like tape recorder , mobile phone											
.	-	-	5	7.8	28	43.7	31	48.5	64	100	

Source: own survey data 2023

As shown in Table 4.9 above, only 7.8% of the students respondents replied that they usually happy with the text that provided by my English teacher, the majority (70.3%) of the respondents indicated that they interested with the text sometimes and the rest 21.9% replied rarely about the given item.

In response to Item 2; they listen attentively when my English teacher read the text, students indicated that less than half (25%) replied that they did always, while the majority (51.6%) of the respondents reported that they did usually, the rest 17.2% and 6.3% replied sometimes and rarely respectively. In this connection, item 3, how much they do listening comprehension questions during listening class, they did 1.6% of students always 9.4% of the respondents' answered usually, the majority (57.8%) replied they did sometimes the rest 31.3% students replied they did rarely.

Regarding item 4, how much their English teacher uses English as medium of instruction, only 6.3% of them replied that always, 10.9%, of the respondents, reported usually, the majority of respondents (67.2%) replied sometimes and the rest 15.6% answered rarely. Item 5 referred to giving the chance for them to listen to the text more than once, majority of 64.1% of students indicated that their teachers did always, and the rest of 28.1% and 7.8% of respondents replied sometimes and rarely respectively. The last item how much they attracted with presented media like tape recorder, mobile phone 7.8% of respondents say usually, 43.7% responded sometimes, the rest majority (48.5%) of students replied they attracted rarely with presented media.

From the analysis made the above, while listening activities were moderately involved similar to teachers saying and classroom observation.

4.4.3. Analysis of post listening practice

Table: 4.10 statistics of students' response on teachers post listening practice

Questioners post listening	current practice
----------------------------	------------------

	sometimes		rarely		never		Total	
	F	%	F	%	F	%	F	%
1. I make sentences by using the new words	31	48.4	33	51.6	-	-	64	100
2. I can write a summary about what I have listened	26	40.6	34	53.1	4	6.3	64	100

Source: own survey data 2023

As indicated in table 4.10, how much they make sentences by using the new words; 48.4% of students responded that they sometimes did so, and 51.6% responded rarely.

Regarding item 2, how much they write a summary about what I have listened. 40.6% of the students sometimes did this activity, the majority of 53.1% did it rarely, and the rest 6.3% did not the given activity.

.From the above analysis, post-listening activities were poorly practiced, different from teachers saying on this stage activities.

4.5. Analysis of Data obtained through Observation

So as to gather the information on the actual teaching of the listening skills, the teacher adapted the checklist from classroom observation from Taye(2008). The researcher observed four grade 7 & 8 EFL teachers' four times each; totally 16 periods which each lasts for forty- minutes were used to observe English teachers' in the listening class. During the observation, checklists were filled in and observation notes were also taken where possible. The items of observation checklist were based on pre, while, post stages of listening and difficulties of teaching listening as shown below.

4.5.1. Teachers' Practices of Teaching Listening, through Pre- listening stages

Table 4.11 Analysis' of observation checklist of teachers on the practice of pre- listening stages

Checklist	Yes		NO		Total	
	F	%	F	%	F	%
The EFL teacher is teaching listening lessons given in the text	4	66.7	2	33.3	6	100
Prior to listening activities, the teacher introduces vocabulary from the passage	2	33.3	4	66.7	6	100
For each listening exercise, the teacher establishes	1	16.6	5	83.4	6	100

objective.						
The teacher asks students to anticipate what they will hear.	2	33.3	4	66.7	6	100

Source: own survey data 2023

As can be seen from Table 4.11, the classroom observation result revealed that (66.7%) of them teaching listening lessons given in the text, the rest (33.3%) did not teach listening lessons given in the text. Regarding item 2, the teacher introduces vocabulary from the passage (33.3%) of them introduces vocabulary from the passage, while more than half (66.7%) of the teachers were not introduces vocabulary from the passage.

For item 3, establishing objective for each listening exercise, only (16.6%) of them establishes objective, whereas, (83.4%) did not establishes objective for each listening exercise. Concerning item 4,, the data showed (33.3%) of them asks students to anticipate what they will hear, majority of teachers' (66.7%) did not ask students to anticipate what they will hear.

Generally, from the analysis given above, the classroom observation results indicated that teachers' were not properly employing the pre-listening activities or it can be said that failed to employ the item.

4.5.2. Teachers' Practices of Teaching Listening, through while- listening stages

Table 4.12 Analysis' of observation checklist of teachers on the practice of while- listening stages

Checklist	Yes		NO		Total	
	F	%	F	%	F	%
1. The teacher explains the instructions clearly to the students.	2	33.3	4	66.7	6	100
2. The teacher gives a quick introduction to the listening text.	2	33.3	4	66.7	6	100
3. The teacher explains the purpose of the exercise to the students, such as to introduce a new language or to practice listening to native speakers.	1	16.6	5	83.4	6	100
4. The students are required to listen so as to match when the teacher reads out the material.	2	33.3	4	66.7	6	100
5. The teacher encourages the children to participate in activities that require them to listen and respond,	3	50	3	50	6	100

such as sketching images, sorting photos, and following a path on a map.						
6. The teacher urges the pupils to pay attention while filling out a form.	2	33.3	4	66.7	6	100
7. The teacher demands them pay attention and fix factual mistakes.	2	33.3	4	66.7	6	100

Source: own survey data 2023

As shown Table-4.12 above, (33.3%) explains the instructions clearly to the students majority of the respondents (66.7) didn't explains the instructions clearly to the students. Regarding item 2, the classroom observation indicated (33.3%) of them gives a quick introduction to the listening text, the majority (66.7%) was not gives a quick introduction to the listening text.

In item 3, only (16.6%) of teachers' explains the purposes of the exercise to the students, such as to introduce a new language or to practice listening to native speakers the other were not done. With regard of item 4, less than half (33.3%) of the students are required to listen so as to match when the teacher reads out the material. However, more than half (66.7%) often did not implement this activity. Regard to item 5 referred half teachers' (50%) encourages the children to participate in activities that require them to listen and respond, such as sketching images, sorting photos, and following a path on a map the other (50%) was not made this activity.

In item 6, (33.3%) of teachers' urges the pupils to pay attention while filling out a form the other were not done. With regard of item 7, less than half (33.3%) of the teachers are demands students pay attention and fix factual mistakes. However, more than half (66.7%) often did not implement this activity.

In general, of the different while listening activities were poorly practiced by the teachers', but The teacher encourages the children to participate in activities that require them to listen and respond, such as sketching images, sorting photos, and following a path on a map was moderately employed.

4.5.3. Teachers' Practices of Teaching Listening, through post- listening stages

Table 4.13 Analysis' of observation checklist of teachers on the practice of while- listening stages

checklist	Yes		No		Total	
	F	%	F	%	F	%

1. Students are instructed to replicate the questions, tables, and note lines by their teacher.	2	33.3	4	66.7	6	100
2. The teacher gives the students post-listening assignments to practice other language skills (e.g writing, speaking etc)	3	50	3	50	6	100
3. The teacher comments on the students' listening activities work in an "acceptable" manner.	3	50	3	50	6	100

Source: own survey data 2023

As shown in table 4.13 above, the classroom observation result indicates that 33.3% of students were replicate the questions, tables, and note lines by their teacher, the majority (66.7%) were not replicate the questions, tables, and note lines by their teacher. Item 2, The teacher gives the students post-listening assignments to practice other language skills (e.g writing, speaking indicated that 50% of them The teacher gives the students post-listening assignments to practice other language skills (e.g writing, speaking; the rest 50% of the teachers were not gives the students post-listening assignments to practice other language skills (e.g writing, speaking.

For item 3, the teacher comments on the students' listening activities work in an "acceptable" manner, half of the observation indicated comments on the students' listening activities work in an "acceptable" manner, the rest half (50%) comments on the students' listening activities work in an "acceptable" manner.

To sum up, these result revealed that their Students were not instructed to replicate the questions, tables, and note lines by their teacher, the teachers somewhat give to the students post-listening assignments to practice other language skills (e.g writing, speaking, also the teachers have moderate problems comments on the students' listening activities work in an "acceptable" manner.

4.5.4. Analysis of problems in the class room

Table 4.14 Analysis' of observation checklist of teachers on their challenge to provide listening instructions

checklist	Yes		No		Total	
	F	%	F	%	F	%

1. Teacher has the problem of establish a purpose for listening activities	3	50	3	50	6	100
2. The teacher find listening materials difficult	5	83.3	1	16.7	6	100
3. The teacher is dependent on readymade materials	6	100	0	0	6	100
4. The teacher doesn't have enough equipment (video, tape recorder)	4	66.6	2	33.4	6	100
5. The teacher faced difficulty to implement listening tasks	4	66.6	2	33.4	6	100
6. The listening materials that the teacher uses are not authentic	5	83.3	1	16.7	6	100
7. The students are bored in listening class	4	66.6	2	33.4	6	100
8. There is a disturbing noise that distract the learners' listening	5	83.3	1	16.7	6	100

Source: own survey data 2023

As shown in table 4.14 above, the classroom observation result indicated that the half (50%) of teachers had the problem to establish a purpose for listening activities, the rest half of teachers hadn't problem. Item 2, the teachers find the listening materials difficult, the observation indicated that 83.3% of them had difficulty to get the material; only 16.7% of the teachers hadn't the problem to get listening materials.

For item 3, the teacher was dependent on readymade materials, all (100%) of the observation indicated that teachers were dependent on readymade material. In item 4 the teacher didn't have enough equipment (video, tape recorder) 66.6% teachers faced with this challenge the other 33.4% teachers hadn't the problem.

As to item 5, the teacher faced difficulty to implement listening tasks; the result indicated that 66.6% had the problem to implement listening tasks the other 33.4 % teachers hadn't the problem regarding to this activity. Item 6, the listening materials that the teacher used were not authentic, majority 83.3% of the classroom observation indicated that the listening materials were not real but, only 16.7% teachers provide authentic materials.

As indicated in item 7, the students were bored in listening class, 66.6% of the observation showed that students had difficulty to learn attentively; the rest 33.4% of observation indicated that students gave attention for listening class. Concerning the last item, There were a disturbing noise that distract the learners' listening, the majority (83.3%) of observed class had the problem of

disturbing noises the rest observed classes (16.7%) had conducive environment to teaching listening.

To sum up these, there were critical problems to teach listening skill regarding to two ways the first teachers had their own professional problem like the problem to establish a purpose for listening activities ,they were dependent on readymade materials ,they used material that were not authentic. The other challenges were external problems like the existing of disturbing noise that distract the learners' in listening, the absence of listening equipment.

4.6. Analysis of Data obtained through Interview

4.6.1. Teachers' perceptions, practices and difficulties of teaching listening

There were six teachers' who participated in detailed interview. Even if they agreed on the importance of teaching listening, the researcher did not observe them while they practiced the listening stages effectively in their language classes during classroom observation, thus the analysis of data gathered through the first item of the interview didn't show consistent result with the finding of the observation. For example, question one, "what your perceptions are towards teaching listening stages like pre, while and post stages?" Almost all teachers' agreed on the importance of teaching listening. But this was not supported by the classroom observation.

"How often do you use teaching listening stages like, pre, while and post stages?" Concerning this question all of the interviewers responded that they rarely used the procedures of listening such as pre, while and post because, students were bored when they learnt listening, large class size, and insufficient time given to the listening lessons. According to the teachers', most of the listening activities topics unfamiliar to the students so that students cannot understand the listening activities and hence, the students were not motivated to do through the procedures of teaching listening. The result of the second question had shown consistent with the result of the observation.

The other question that," what are your roles you play in implementing listening stages in your listing classes?" Accordingly, of the respondents had the perception in their roles were to facilitate and encourage the students to predict what they will listen, follow up activities as

drawing pictures, and putting pictures in order. However five of the teachers had an opinion their role was simply read the text aloud, and make the students listen and answer the given questions. Finally, one teacher said that Mostly, my role is telling them to copy the questions, tables and note outlines, to read the text loudly, to write and tell the answers.

The major purpose of collecting data through the interview which was conducted with EFL teachers had challenges and difficulties which were influenced the successful implementation in teaching listening. Among the problems most teachers said that students were not voluntary to learn listening lessons; listening materials were difficult to the students, there were no enough materials in the school, the rest two teachers said that they had no interest to teach listening lessons, so that the finding of the interview was similar to the classroom observation.

4.6 Discussion

In this part, the major findings of the study which were collected through the tools like content analysis, classroom observation, questionnaires and interview were discussed based on using research questions as a guide line with the previous findings:

Research question 1

1) How well suited are listening lessons for students at their level of education to medium level (grade 7 &8) English texts?

The content analysis was based on the new English curriculum grade 7 and 8 text book and teacher guide. The analysis criteria was taken from Worth (1995) cited in Emnet(2015). Based on the criteria the listening texts were form from general work like dialog, role plays and conversation. The listening texts were set in meaningful context, followed by different kinds of activities and the activities had purposes for listening that approximate authentic real-life listening. The listening materials were selected and designed by considering the needs of students.

Generally the new prepared English grade 7 &8 materials almost all were appropriate for students and the two grade level (7&8) all texts were related with each other.

Research question 2

2. What perceptions EFL teachers have on teaching listening?

The information gathered from the questionnaire and interview revealed that teachers had a favorable opinion of what they were doing; almost all of them thought the presumption of listening was extremely helpful. According to Emnet (2015), the results showed that the

perceived usefulness of the English language instructor had a negative influence on the execution of educational activities. The outcome of the most recent study was the same.

As the results of the other stage, the listening stage, showed, most teachers strongly agreed with the significance of this stage, with the exception of those who encouraged pupils to respond physically.

Based on Emnet (2015), some findings on the teacher's perceived usefulness of these activities. This finding might have led someone to conclude that teachers had good provisions to apply during listening stages. Similarly, the findings of the current study had the same result.

Moreover, post-listening stage, the result of the teachers, questionnaire and interview response all teachers agreed post-listening activities were important in teaching listening. Based on Emnet (2008), Teacher's perceived usefulness was seems positive, similarly, the current study showed all teachers perceived usefulness of the activity.

Research questions 3

1. How do EFL teachers implement stages of teaching listening?

The researcher thought it was crucial to include several points in the instruments and triangulate them in order to observe how the instructors were doing with implementing listening stages throughout EFL lessons. In light of this, classroom observation, a survey of instructors and students, and an interview were used.

Pre-listening phases were nearly universally not used as intended, as evidenced (explained) in the classroom observation, interview, and student questioner results section. However, the results of the questionnaires given to the teachers indicated that the pre-listening exercises are being used effectively.

Teachers had neglected to implement several fundamental techniques that would have improved the teaching of listening during the pre-listening teaching practice (Taye and Muluken (2008). For instance, they were not seen introducing lexical terms that interfere with comprehension during listening activities. Additionally, they paid less attention to predicates that express expectations about the listening text.

In the current study, the finding was similar with the above researchers; teachers not properly employed the pre-listening stages.

Pre-listening exercises help students by focusing their attention on the subjects, triggering their past knowledge, and outlining what is expected of them when they are exposed to the real teaching, according to Lindy and Knight (2006). The participants, however, practiced in opposition to the scholar's opinion. Even more surprising was that different while-listening activities were highly practiced by the teachers, except telling the students to listen and respond physically was not properly employed.

According to Taye and Muluken (2008), the results revealed that most activities were either poorly carried out or completely disregarded, while a few activities, like matching, were done by teachers to help pupils identify factual inaccuracies.

However, the results of the current study seemed to confirm the hypothesis put forth by scholars like Rost (1990), who stated that while the listening stage is an important component of a listening session, teachers are responsible for exposing their students to a variety of listening tasks and supporting them in the development of reading comprehension skills.

The results of the post-listening stage showed that teachers neglected to use crucial exercises. Teachers, on the other hand, experimented with teaching, integrating skills, and providing feedback.

Similarly, the current researchers' findings indicated that although the questionnaire result showed that teachers used the activity, classroom observation and interview results were consistent with the findings above. Taye and Muluken (2008) claimed that post-listening stage teachers failed to involve students in various activities.

(Rixon, 1996; Lindsay and Knight, 2006) supported the idea that after listening, activities frequently shift from practicing listening to enhancing other abilities. Therefore, the language learning that students do through speaking, reading, or writing should be linked to the language learning that they do through listening. While the participants went against what the scholar believed in practice

Research question 4

3. What challenges do EFL teacher's face in teaching listening?

In order to determine the factors, the researcher requested the instructors make a list and then observed the classroom in detail. Accordingly, it was determined that the following were the primary barriers for teachers to using listening lessons:

Students are bored in listening courses, teachers are reliant on pre-made materials, there is a lack of technology (such as tape recorders and DVDs), it is difficult to develop a purpose for listening exercises, and it is difficult to accept listening tasks.

According to the academic perspective, Ur (1996) is one of the authors who divides the challenges of teaching L2 listening comprehension into three categories: practical problems related to listening texts, practical problems related to ongoing listener response, and practical problems related to listening texts that are used for teaching L2 listening comprehension and may be caused by the reader or improviser. Similar to what the participants in the questionnaire and interview indicated, most teachers reported having difficulty teaching listening, aside from being unsure of their ability to create their own listening materials and finding it challenging to speak in English in class.

Chapter Five

5.1. Summary, Conclusion and Recommendation

In this chapter, the summary, conclusion and recommendations of the study were presented

5.1.1. Summary

This study investigated teachers' perceptions and practices regarding teaching listening and difficulties likely to arise in English listening lessons.

The study has the following research questions

1. How well suited are listening lessons for students at their level of education to medium level (grade 7 &8) English texts?
2. What perceptions' EFL teachers' have on teaching listening?
3. How do EFL teachers' implement stages of teaching listening?
4. What difficulties do EFL teachers' face in teaching listening?

A descriptive survey research methodology was employed to address these study topics. Data collection methods included questionnaires, interviews, classroom observation, and checklist analysis of the material. Since there were only ten EFL teachers in grades 7 and 8 and there were 3925 students in the same level. Because of these, all of teachers and 64 students were included in the sample. Additionally, six of the ten teachers were randomly chosen for a classroom observation and interview. The researcher employed quota and simple random selection procedures in two steps to choose participant students. Both qualitative and quantitative approaches were used to assess the data that was collected using the data collection tools. The data gained through observation and questionnaires were analyzed quantitatively by using descriptive statistics' in tables and percentage, and the data obtained through interview were expressed in words qualitatively. A total of 29 questions for the teachers and 12 for the students were utilized to obtain the pertinent information. A checklist for classroom observations and content analysis had 14 and 10, respectively. Four semi-structured questions were utilized in the interview to triangulate the observation and the questioner, just as the questionnaire and checklist. Finally, conclusions and suggestions were given in light of the findings.

Conclusion

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

- The listening texts included in English-language textbooks are virtually acceptable, as can be observed from the content analysis. The majority of the text book elements that were evaluated using the check list's criteria fulfilled them. However, there wasn't enough text because there was only one text per unit.
- Nearly all teachers were not used effectively during the pre-listening phase.
- Additionally, the teachers did not appropriately implement listening activities.
- Teachers failed to include necessary tasks in their post-listening practice, but they tried teaching integrating skills and providing feedback.
- The majority of teachers found it challenging to teach listening, although they all had favorable opinions of the stage when it came to teaching pre-listening.
- Almost all teachers strongly agreed with the importance of the teaching-while-listening stage and stated that it was vital.

- Post-listening exercises were crucial for teaching listening, as all teachers agreed
- Beyond the teachers' performance, we have been able to realize that most of the students did not have the appropriate knowledge and skills for their class level.

5.1.2. Recommendations

Based on the findings of the study the following recommendations have been forwarded

- Since it is new curriculum, Particular trainings on how to teach listening lesson should be given to the teachers.
- EFL teachers should get continuous professional development (CPD) by identifying their own teaching challenges
- Teaching listening in the large class size is not easily manageable when the teacher wanted to supervise each student's activity. Thus, by taking this serious problem in to account, school administrators should work hard for reduce large number of students to the required standards.
- The designer of materials should focus on the necessary tools that help the teachers create real context-based listening, such as films, audiotapes, and other visual aids like objects and photographs because they facilitate learning and make it exciting rather than making students bored with teachers' constant reading aloud.
- The duty of planning professional development programs should fall to school administrators, department heads, and supervisors. These organizations ought to focus on the proper execution of listening instruction in particular and teaching learning processes in general.
- Teachers should make every attempt to provide resources that are appropriate for their pupils. Before they arrive at the classroom to teach listening, they should take their time and be well-prepared. Make sure to include listening exercises before, during, and after the lesson.
- Teachers need to understand the idea of extended activities and how to apply them.
- To allow teachers to practice listening skill successfully, the processes used to teach it should be clearly mentioned within the introductory portion of the teachers' book.

- The listening texts were devoid of dictation exercises and recorded media like CDs and videos. To provide a solution, the syllabus designer must pay careful attention to this section.

Generally, this study reveals that teachers' perceptions of the usefulness of listening activities in the classroom were lower than anticipated (i.e., most teachers said they thought the activities were useful, but none of them said they were extremely useful). Their teaching methods need to be improved because they don't consistently work to increase students' listening comprehension. No claim of completeness, in the researcher's opinion, is made here. Further investigation is necessary to confirm the reasons why the teacher was unable to successfully teach the listening section using the recommended pedagogical techniques. To increase students' listening skills, care should be taken to correctly provide listening lessons.

Finally, the researcher would like to suggest that Teachers' perception and why they fail to practice listening lesson effectively needs further investigation.

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Appendix A content analysis checklist

No	List of Items	Yes	No
1	The input source of the text is live, recorded, authentic or specially constructed passage.		
2	The listening texts are set in meaningful contexts.		
3	The listening text form part of general oral work		
4	There are video recorded materials and they have good sound quality, speed of delivery, accent and authenticity.		
5	The listening texts are followed by different kinds of activities (eg. comprehension questions, extracting information, writing summaries, completing tables, etc.)		
6	The activities have purposes for listening that approximate authentic real-life listening.		
7	The input and the tasks are closely related to the micro skills that listening comprehension involves		
8	Visual supports are provided to make the listening text and tasks easier for the learners.		
9	There are suggested procedures for teaching, pre, while and post		

	listening stages.		
10	The listening materials are selected and designed by considering the needs of the students.		

(Adapted from Richard's 1985; Rost 1990; Cunnings, Worth 1995)

Appendix B Teachers Questioners

Introduction

This questionnaire has been designed by the researcher for EFL teachers

The aim of the research to which this survey amounts is to investigate EFL teachers' perception and practices of teaching listening. Therefore, the researcher would greatly appreciate if you would spend a few minutes of your precious time to respond to the enclosed questionnaire. Please be assured that any information provided in this questionnaire is for academic purpose and therefore would be treated with utmost CONFIDENTIALITY, and that you will remain unidentified.

General Directions

- The questionnaires are containing statements designed to know your degree of agreement /frequency on the issues involved.

Items designed to measure your perceptions about the teaching English language listening skill. Please read each statement in the table carefully and indicate your level of agreement by placing (√) using the rating scales provided in each Case. Please tick (√) only one box across for each statement. You can also use an (X) letter.

Refer the following description on rating scales

1	2	3	4	5	6
Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree

Note: Please apply (use) the same rating scale and corresponding description to all scales involved in this questionnaire.

No	Key indicators	1	2	3	4	5	6
I believe that ...							
1	Listening is a skill that can be taught						
2	Listening is the most important among the four skills						
3	More emphasize needs to be placed on the role of listening in the learning process						
4	Improving my students listening skill affect their learning on all subject areas positively.						
5	Students should do more talking and less listening to the teacher						
6	My students have lack of vocabulary to arise their listening skill						
7	Even though my students don't understand words they can work out their meaning from the context.						
8	I cannot teach listening without enough equipment						
9	My students are interested to engage in listening class						
10	I feel confident to prepare listening skill materials						

Part III: Teachers' practice on teaching listening skill

Items designed to measure your practice about the teaching English language listening skill. Please read each statement in the table carefully and indicate your level of frequency by placing (√) using the rating scales provided in each Case. Please tick (√) only one box across for each statement. You can also use an (X) letter.

Refer the following description on rating scales

1	2	3	4	5
Never	Rarely	Sometimes	Usually	Always

Note: Please apply (use) the same rating scale and corresponding description to all scales involved in this questionnaire.

No	Key indicators	1	2	3	4	5
1	I have clear preparation for teaching of listening skill	Pre				
2	I prepare lesson plan with activities that encourage listening	Pre				
3	I facilitate classroom environment conduct for listening skill instruction.	pre				
4	I encourage my students to be positive about listening class.	pre				
5	I give a specific objective to my students to achieve listening activities.	pre				
6	I encourage learners to guess the meaning of vocabularies in the passage before listening.	W				
7	When I teach listening skill, I use instructional media properly	W				
8	I use English for classroom instructions to train students listening skill.	W				
9	I focus on how well students listen rather than their knowledge of listening.	W				
10	I teach listening by giving comprehension questions.	W				
11	. I introduce the listening text briefly	W				
12	I give the chance for my students to listen the text more than once	W				
13	I ask my students to produce their own sentences using the new words they hear	po				
14	I persuade my student to write a summary what they have listened	Po				
15	engage the students in post-listening activities, based on the listening text to others skills like writing, speaking,	Po				

Part IV: Teachers' challenge on teaching listening skill

Items designed to measure your challenge about the teaching English language listening skill. Please read each statement in the table carefully and indicate your level of agreement by placing (√) using the rating scales provided in each Case. Please tick (√) only one box across for each statement. You can also use an (X) letter.

Refer the following description on rating scales

1	2	3	4	5	6
Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree

Note: Please apply (use) the same rating scale and corresponding description to all scales involved in this questionnaire.

No	Key indicators	1	2	3	4	5	6
1	Students get difficult to find listening materials						
2	The establishment of listening activities objective is difficult						
3	Speaking in English during English class is the problem of most teachers						
4	Listening instructional medias are inadequate						
5	Students are not interested to learn listening skill						
6	There is the problem of school management support to fulfill audiovisual instructional medias.						

Appendix C Students Questioners

Introduction

This questionnaire has been designed by the researcher for grade 8 students

The aim of the research to which this survey amounts is to investigate EFL teachers' perception and practices of teaching listening. Therefore, the researcher would greatly appreciate if you would spend a few minutes of your precious time to respond to the enclosed questionnaire.

Please be assured that any information provided in this questionnaire is for academic purpose and therefore would be treated with utmost CONFIDENTIALITY, and that you will remain unidentified.

General Directions

- The questionnaires are containing statements designed to know your degree of frequency on the issues involved.

- Specific instructions are given for the parts involved in the questionnaire on how to reply to each question and/statement. Therefore, you are kindly requested to go through the instructions and scale descriptions carefully before providing any response.
- Please try to reply as truthfully as you can, and try not to leave blank.
- There is no need of writing your name.
- If additional guidance/ clarification is required concerning the survey questionnaire, please contact the researcher using the following address. Mobile: +251984757413.
- Your time in completing this questionnaire is greatly appreciated.

Thank you//

Part I: Demographic Detail of the Respondents

Please read each question provided below and tick (√) inside the boxes corresponding to the response that defines you and/or most accurately reflects your views. Remember: you can also express your views in the available space where necessary. You can also use an (X) letter.

5. Gender Male Female

6. Name of school-----

Part II: Teachers’ practice on teaching listening skill

Items designed to measure your teacher practice about the teaching English language listening skill. Please read each statement in the table carefully and indicate your level of frequency by placing (√) using the rating scales provided in each Case. Please tick (√) only one box across for each statement. You can also use an (X) letter.

Refer the following description on rating scales

1	2	3	4	5
Never	Rarely	Sometimes	Usually	Always

Note: Please apply (use) the same rating scale and corresponding description to all scales involved in this questionnaire.

No	Key indicators	1	2	3	4	5
1	I know why I learn listening skill					
2	I am clear about what I am going to listen					
3	I am happy with the text that provided by my English teacher					
4	I am attracted with presented media like tape recorder, mobile phone.					
5	I listen attentively when my English teacher reads the text.					
6	I do listening comprehension questions during listening class					
7	I make sentences by using the new words					
8	My English teacher always uses English language as medium of instruction					
9	My English teacher gives advice to listen her/him attentively					
10	I write a summary about what I have listened					
11	My teacher reads the text by repeating more than once					
12	I guess the meaning of vocabularies in the passage before listening					

Appendix D Classroom Observation Checklist

i. Listening practice in the class room

No	Practices	Yes	No
1.	The EFL teacher is teaching listening lessons given in the text		
2.	Prior to listening activities, the teacher introduces vocabulary from the passage		
3.	For each listening exercise, the teacher establishes objective.		
4.	The teacher explains the instructions clearly to the students.		
5.	The teacher gives a quick introduction to the listening text.		
6.	The teacher asks students to anticipate what they will hear.		
7.	The teacher explains the purpose of the exercise to the students, such as to introduce a new language or to practice listening to native		

	speakers.		
8.	Students are instructed to replicate the questions, tables, and note lines by their teacher.		
9.	The students are required to listen so as to match when the teacher reads out the material.		
10.	The teacher encourages the children to participate in activities that require them to listen and respond, such as sketching images, sorting photos, and following a path on a map.		
11.	The teacher urges the pupils to pay attention while filling out a form.		
12.	The teacher demands them pay attention and fix factual mistakes.		
13.	The teacher gives the students post-listening assignments to practice other language skills (e.g writing, speaking etc)		
14.	The teacher comments on the students' listening activities work in an "acceptable" manner.		
15.	The EFL teacher practices teaching the listening skills in their own EFL classes		

ii. Problems teaching listening in the class room

No	Problems	yes	no
1.	Teacher has the problem of establish a purpose for listening activities		
2.	The teacher find listening materials difficult		
3.	The teacher is dependent on readymade materials		
4.	The teacher doesn't have enough equipment (video, tape recorder)		
5.	The teacher faced difficulty to implement listening tasks		
6.	The listening materials that the teacher uses are not authentic		
7.	The students are bored in listening class		
8.	There is a disturbing noise that distract the learners' listening		

Appendix E Teachers interview leading Questions

- 1) What is your perception towards teaching listening stages like pre, while and post-listening stages?
- 2) How frequently do you employ pre-, while-, and post-listening stages while instructing students?
- 3) What parts do you play in putting listening stages into practice in your listening classes?
- 4) What are the challenges associated with introducing listening phases in the classroom?
- 5) What types of listening resources are included in the course? For instance, textbooks, modules, radio and television broadcasts, and recordings.
- 6) Does each material or equipment function properly?