

MADDA WALABU UNIVERSITY



SCHOOL OF POST GRADUATE STUDIES

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

M.A. DEGREE IN TEFL

**AN INVESTIGATION OF THE PRACTICES AND CHALLENGES OF
TEACHING LISTENING SKILL: THE CASE OF GRADE 10 ROBE DIDEA
HIGH SCHOOL**

B Y

ABAYNEH MEKONNEN

SEPTEMBER, 2021

BALE-ROBE/ETHIOPIA

**AN INVESTIGATION OF THE PRACTICES AND CHALLENGES OF
TEACHING LISTENING SKILL: THE CASE OF GRADE 10
ROBE DIDEA HIGH SCHOOL**

**MA Thesis Submitted to the Department of English Language and
Literature in Partial Fulfillment of the Requirements for the
Degree of Master of Arts in Teaching English as a Foreign
Language (TEFL)**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
SCHOOL OF POST GRADUATE STUDIES
MADDA WALABU UNIVERSITY**

BY

ABAYNEH MEKONNEN

ADVISER: ZELEKE REGASA (PhD)

SEPTEMBER, 2021

BALE-ROBE/ETHIOPIA

STATEMENT OF APPROAL

MADDA WALABU UNIVERSITY

COLLEGE OF SOCIAL SCINCES AND LANGUAGES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

As thesis research advisor, I hereby certify that have read and evaluated the thesis prepared, under my guidance by AbaynehMekonnenMalle, entitled: “An investigation of the practice and challenges of teaching listening skill: The case of grade 10 Robe High School.” And recommended that it was be submitted as fulfilling the thesis requirements.

ZelegeRegasa (PhD) _____

Name of Advisor	Signature	Date
-----------------	-----------	------

As member the board of examiners of the MA thesis open defense examination, we certify that we have read and evaluated the thesis prepared by AbaynehMekonnen and examined the candidate. We recommended that the thesis be accepted as fulfilling thesis requirement for the degree of Master of Art in English Language.

Name of Internal Examiner 1	Signature	Date
_____	_____	_____

Name of Internal Examiner 2	Signature	Date
_____	_____	_____

Name of External examiner	Signature	Date
_____	_____	_____

Declaration

I, the undersigned, declare that this thesis is my original work and, has not been presented for a degree in any other university and that all sources of materials used for this thesis have been duly acknowledged.

Name Abayneh Mekonnen

Sign _____

Place Department of Language and Literature, MaddaWalabu University

Date of Submission _____

ACKNOWLEDGEMENTS

First of all, I would like to thank my advisor Dr. Zeleke Regasa, who took his precious time and rendered me valuable advice and constructive comments in writing this paper, he has great help in shaping my thesis. My deep thanks also go to Mr.Genene Beyene who supported by editing throughout the work of the thesis. My thanks are also expressed to Mr. Melese Nigussie who helped me to get the necessary documents for this study.

Table of Contents	page
ACKNOWLEDGEMENTS	iii
List of Tables	vii
LIST OF ABBREVIATIONS	ix
ABSTRACT.....	x
CHAPTER ONE: INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Statement of the problem	3
1.3. Objectives of the Study	5
1.3.1. General Objective	5
1.3.2. Specific Objectives	5
1.4 .Research Questions	5
1.5. Significance of the Study	6
1.6. Scope of the Study.....	6
1.7. Limitations of the Study.....	6
1.8. Organization of the Thesis	7
1.9. Operational definition of terms.	7
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	8
2.1. A Brief Historical Overview of Teaching Listening.....	8
2.2. Definition of Listening.....	8
2.3. Practices of Teaching Listening Skills.....	9
2.4. Importance of the Listening Skill.....	10
2.5. Challenges of Teaching Listening Skills.....	11
2.6. Principles of Teaching Listening Skills	12
2.7. Types of Listening.....	13
2.7.1. Informative listening.....	13
2.7.2 Critical listening	14
2.7.3. Creative listening	15
2.7.4. Discriminative listening.....	15
2.7.5. Emphatic listening	15

2.8. Listening Tasks	16
2.9. Listening Input	18
2.10. The Role of the Teachers while Teaching Listening Skill.	19
2.11. Effective Teaching of Listening.....	22
2.12. Listening Materials.....	23
2.13. Listening Lesson Framework.....	24
2.14. listening stages	25
2.14.1.The pre-Listening stage	25
2.14.2. While Listening Stage.	25
2.14.3. Post-Listening Stage.....	27
2.15. Reasons for Listening.....	29
2.16. Listening in Traditional Methods.....	29
2.17. The Current Teaching Methods of Listening.....	30
CHAPTER THREE: RESEARCH METHODOLOGY	31
3.1. Introduction	31
3.2. Research Design & Research Approaches.....	31
3.3. Population of the study.....	31
3.4. Sample size & Sampling Technique	32
3.5. Data Collecting Tools.....	32
3.5.1. Questionnaire.....	33
3.5.2. Classroom Observation.....	33
3.5.3. Interview	33
3.6. Procedures of Data Collection.....	34
3.7. Methods of Data Analysis.....	34
3.8. Reliability and Validity	34
3.9. Ethical Consideration	35
CHAPTER FOUR : DATA PRESENTATION, DISCUSSION AND INTERPRETATIO.	36
4.1. Students Responses on their Teacher's, teaching Practices at the Pre listening Stage.	36
4.2. Students Responses on Teachers' practices of teaching listening at whilelisteningstages.	40
4.3. Students responses concerning teachers' practices of teaching listening at post listening stages	42

4.4. Results of the Classroom Observation Checklist on practice andChallenges of LS.....	46
4.5. Discussion and Results of Teachers Interviews	49
CHAPTER FIVE: SUMMARY, CONCLUSIONAND RECOMMENDATION	52
5.1. Summary	52
5.2 .Conclusion.....	55
5. 3 Recommendations	56
REFERENCES.....	58
APPENDIX A	64
APPENDIX B	66
APPENDIX C	68
APPENDIX D	70
APPENDIX E	72

List of Tables	Page
Table 1: Students response on their teacher teaching practices at Pre listening stage.....	36
Table 2: Students responses on their teacher teaching Practices at While listening stage.....	40
Table 3: Students responses on their teacher teaching Practices at Post listening stage.....	43
Table 4:Data Presentation and Discussion of Classroom Observation.....	46

APPENDICES

APPENDIX A Questionnaires for Students.....64

APPENDIX B Gaaffannoo Barattootaf.....66

APPENDIX C Observation Checklist.....68

APPENDIX D Interview Questions for Teachers.....70

APPENDIX E Content map for the listening skills in grade 10 English Course Book..72

LIST OF ABBREVIATIONS

CLT:Communicative Language Teaching

EFL: English as a Foreign Language

EL:English Language

ELT:English Language Teaching

LC:Listening Comprehension

LS:Listening Skills

NCLRC:National Capital Language Resource Center

Ob:Observations

SL:Second Language

ABSTRACT

This study was conducted to investigate the practices and challenges of teaching listening skills in grade 10 at Robe High School. Qualitative as well as Quantitative approach and descriptive research design was used in this study. Questionnaires, Interview and classroom observation were used as data collecting tools. Questionnaires were administered to 80 students, who were selected using systematic random sampling. To cross check the information given by students, classroom observation was conducted by the researcher during the listening lesson. Four teachers were selected comprehensively and each of them was interviewed to get deep information and more to concrete the information collected by questionnaires from students. The 21 listening lessons in the text book were also reviewed. The data gathered using the tools was quantitatively and qualitatively analyzed using frequencies and percentages. The findings showed that the practices of teaching listening weren't managed properly because of dominating use of teacher fronted approach, having inadequate time for doing tasks, and large number of students. In addition to this, teachers didn't employ the techniques of listening skills and the teachers' ways of teaching weren't match with the designed procedures in the course book. The Major Challenges of teaching listening skills were: lack of interest, lack of motivation, and lack of background experience. Furthermore, the students didn't understand the text, and catch the speed of the speaker, the ability of the students towards listening to TV/Radio had problems; due to large number of students in the classroom, checking was challenging; reluctance to do all the activities from the side of students, and because texts for listening was attached at the end pages of text book, the students easily copied the answer which would upgrade the listening skills of students weren't provided for students. Finally, it has been recommended that the Universities, colleges and the teacher themselves should make effort to provide provide different techniques of teaching listening skills. Students should not only be provided with text book but also supporting materials that would help them to develop their listening skills. Audio-visual materials enable students to attend non-verbal aspects of communication.

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

English language is very important, because it is an international language of the world that people can use and communicate with other people Crystal (1997). English language is taught integrated with the four skills (reading, writing, listening, and speaking). However, among the four skills listening plays a great role in communication as it is said that of the total time spent on communicating, listening takes up 40-50%, speaking, 25-30%, reading, 11-16% and writing, about 9% (Mendelsohn, 1994). Hedge (2000: 227-253) found that up to 45% of one's communication time is spent on listening activities, while Chen (2011:68) estimates that 50% of adult's communication consists of listening. It is thus clear that one spends much more time on listening communication activities than on the rest of language skills. Moreover, people spend so much time on listening, however, does not imply that they are "good" listeners. It is rather an indication of how important it is that their listening skill should be developed and that time should be spent on the teaching of this important communication skill to insure effective communication. Winn (1988:145) also notes in this regard that students do not need to listen more; rather, they need to listen better.

From the four skills, listening is an important skill, in which students need to gain adequate proficiency (Rost, 2001:7). It is a critical means of language learning and so it is the basis for other language skills (Vandergrift, 1999:170). It is very important particularly in the educational setting where a foreign language is used as a medium of instruction. Listening is a process that enables the brain to construct meaning from the sounds heard. It is, however, a concept that is complicated and hard to analyze. It means that it is difficult to make a clear and quick definition of listening (Hichem, 2013). This is to say that it is difficult to assess whether the listener has effectively used the skill at a particular occasion, what listening strategies are employed, which source of information is dominantly used, and what problems the listener experiences (Anderson and Lynch, 1988:3).

In line with the above ideas, various scholars contributed ideas about the role and importance of listening skills in language learning and teaching. Vandergrift (2003:427) refers to the "key role" that listening plays in current theories of second language (L2) acquisition. Without understanding inputs at the right level, any kind of learning simply cannot occur. Thus, listening is a fundamental language skill, and as such it merits a critical priority among the four

skill areas for language students and provides a basis for the development of other productive language skills (Rost 1990; Saricoban1999).

According to Guo and Wills (2005) language learning mainly depends on listening since it provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. It is believed that listening provides the foundation for all aspects of language learning and in this sense it plays a lifelong role in the process of communication. Listening skill also has a key role in one's successful communication and academic achievement..

We need to develop our listening abilities so as to maintain understanding or communication. Listening plays a significant role in daily communication and educational process. Most students want to be able to understand what other people are saying to them in English, either face to face , on TV or on the radio, on tapes or other recorded media (Harmer:2007). "In foreign context, the listening abilities of learners could influence learners' achievement in other disciplines (Moges ,2003:2)

On the other hand, listening is always the most difficult and challenging task for second language (SL) learners (Mee, 2001). According to Vandergrift (2007:191) the characteristic of listening that makes it difficult is that "Listening is an invisible mental process making it difficult to describe", so the listener's task, here is more challenging. Moreover, the listener is engaged in many processes such as discriminating between sounds, understanding vocabulary and grammatical structures, interpretation stress and intonation, remembering and interpreting this within the immediate, as well as the socio-cultural context of the utterance (Vandergrift, 2007). In spite of its importance in foreign language learning, the teaching of listening comprehension has long been poorly taught aspect of English in many EFL programs (Mendelsohn, 1994: 9).

The challenges of teaching listening skills, according to Yagang (1994), showed that , the problems in listening were accompanied with the following four factors: the message, the speaker, the listener and the physical setting. The problems were believed to cause by the speech rate, vocabulary and pronunciation. Flowerdew & Miller (1996) also assumed that the problems of the students were for the speed of delivery, new jargon and concept, difficulty in focusing and the physical environment.

Furthermore, “high school learners have serious problems in English listening due to the fact that high school learners pay more attention to English grammar, reading, and vocabulary” process of communication (Underwood 1989:3). Good listening was posited at the basis for understanding and comprehending the texts as well as performing well in reading comprehension activities (Wolvin, Andrew D. 2009). Similarly, the researcher’s personal experience as an English Language teacher for the past 10 years showed that Robe Didea High School grade 10 students’ performance of listening skill was falling down from time to time, have challenges of understanding group discussions, presentations, other academic spoke discourses, and students inadequate performance in listening skills. Also, my colleagues teaching the same subject to the same grade level often complained poor listening skill on the basis of student’s poor performance on comprehension questions related to listening skill. These were the huge (serious) problems motivated me to investigate in to thematic issues of the study.

1.2. Statement of the problem

Listening skill is very important in foreign language learning because the key to acquire a language is to receive language input. As Ehrman & Herzog (1984) claimed that acquisition takes place only when students absorb enough comprehensible input. The same claim was supported by Rost (1994) who confirmed that listening is vital in language classrooms it provides input for learners, since an input skill plays a crucial role in students’ language development. Krashen (1985) also argues that people acquire language by understanding the linguistic information they hear. Thus language acquisition is achieved mainly through receiving understandable input and listening ability is the critical component in achieving understandable input. Furthermore, Hasen (2000:138) pointed out that “listening comprehension provides the right conditions for language acquisition and development of other language skills. Listening, therefore, is essential not only as a receptive skill but also to the development of spoken language proficiency.

Besides this fact, we can understand from this, learning listening lies at the heart of language learning and we have to involve students in the listening process. If students do not learn to listen effectively, they will be unable to take part in oral communication. By teaching to listen, “we help our students to attend to what they hear, to process it, to understand it, to interpret it, to evaluate it, and to respond it (Underwood, 1989:3)”. Furthermore, “High school learners have serious problems in English listening due to the fact that high schools pay more attention to English grammar, reading and vocabulary” process of communication. Listening and speaking

skills are not important parts of many course books or curricula and teachers didn't seem to pay attention to these skills while designing their lessons. Most teachers take it for granted and believe that it will develop naturally within the process of language learning (Pourhossein Gilakjaniove & Reza Ahmadi, 2011:978).

Different international and local researchers have been conducted around listening skills. For instance, Abidin study (2013) aimed to investigate Listening Comprehension (LC) problems encountered by Chinese students learning in Malaysia. He has conducted interviews to collect the data from the students. The findings revealed that the main problem encountered by the students was the lack of prior knowledge in English vocabulary. Furthermore, there were differences in the accent of the native speakers, the short span of concentration, and the learning habits of students.

In addition, Vandergrift (1997) aimed to examine the listening strategies of high school French students at different course levels. Students at all levels used metacognitive, cognitive, and socio-affective strategies. The finding of this study indicated that cognitive strategies were the largest percentage of strategies followed by metacognitive strategies which increased by proficiency level.

From local researchers, for example, Muluken (2008) conducted a study on the practice of teaching listening skill on grade 8 students at Gondar town and his objective was to investigate how the listening skill was taught in grade eight. The result of this study revealed that teachers didn't employ the pre-, while and post listening stages and failed to implement fully the teaching of the listening according to the procedures and techniques favored by the teachers book and scholars of ELT.

Furthermore, MikiyasLegesse(2015) conducted on the study "An Assessment of the practiceof teaching listening in EFL private classroom: focus on grade ten".His finding was revealed that 'teachers' poor practice i.e. poor practice of the pre, while and post listening stages". This study was different from the current: only focused on practice but not on listening **practice and challenges** of listening skills. Its **setting** was Addis Ababa, the current was Robe Didea High school.

Haregawion (2003) made an attempt to see how listening lessons are taught in relation to the new English course books in grade 11 in Addis Ababa. And the main objective of this study was to find out if there is a match or mismatch between the teaching procedures suggested to teach the listening sections of the new English course book for Grade 11 and the teachers' actual teaching practices of listening. And the finding showed that there is a mismatch between what teachers do and the pedagogical procedures suggested in the new course books. But, the current study was different by her setting was Addis Ababa & grade level was 11.

In general, the current study was different from the above researchers in: time, setting, and grade level. Hence, this study was mainly centralized on not only practices, but also on the challenges in teaching listening skill in grade 10 at Robe Didea High School.

As far as the knowledge of the principal investigator was concerned, there was no any empirical study done to investigate the practice and challenges of teaching listening skill in grade 10 at Robe Didea High School. Thus, this thesis was conducted to fill this literature gap.

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this research was to investigate the practices and challenges of teaching listening skills in grade 10 at Robe Didea secondary school.

1.3.2. Specific Objectives

Specifically, the objectives of the present study were:

1. To examine the techniques that English language teachers employ in teaching listening skills.
2. To spot whether teachers' method of teaching listening skills match with the planned procedure for teaching the skill.
3. To recognize the main challenges in teaching listening skills in grade ten at Robe Didea High School.

1.4 .Research Questions

The next three key research questions were attempted to clarify or answer the central research problem. These research questions were:

1. What techniques do English language teachers employ in teaching listening skills?
2. Do teachers' teaching methods match with the planned procedures proposed for the listening lessons?
3. What are the major challenges in teaching listening skills ?

1.5. Significance of the Study

This study aimed to investigate the practice and challenges of teaching listening skills. The researcher believes that the finding of this study will be significant to English language teachers, students, course designers and other concerned bodies. It may help English language teachers to examine their teaching procedures and techniques they use in presenting listening lesson by providing scholarly suggested procedures on teaching listening skill; curriculum designers and materials writers to make further improvements in the teaching materials of listening skill and may help students to develop their listening skills & awareness of listening activities. Finally, it may also help other researchers to make use of these findings as bases for further studies for those interested in this area.

1.6. Scope of the Study

The study was delimited in place, time and topics to the following areas. First, the study was delimited in place to Robe Didea High Schools of grade 10 which is found in Robe woreda, Eastern Arsi Zone in Oromia Regional state. Second, in time the study was delimited to the academic year of 2013 E.C. Third, the study was delimited in title ;to investigating the practices and challenges of teaching listening skills in grade 10 at Robe Ddea High school.

1.7. Limitations of the Study

Like any empirical study, this study has its own limitation. COVID-19 and heavy workload or stress from overlapping with teaching the actual class time was the first limitation that impacted this study. COVID-19 impacted getting the data from students on time made difficulty. Secondly, low participation and unwillingness of the students to actively participate in filling the questionnaires partially where additional limitation that faced during this study. In order to overcome these limitations, the principal investigator as he realized while he was collecting the questionnaires that didn't filled by the students, he attempted to convince them and made them to refill the question item they jumped and overlooked. In addition to this, the

researcher exposed to the stated problems, therefore, his determination and precaution was helpful in overcoming those challenges in reducing their impact on quality of the research.

1.8. Organization of the Thesis

This study comprises of five chapters. The first chapter deals with background of the study, statement of the problem, objective of the study, research questions, significance of the study, scope of the study and limitation of the study. The second chapter discusses a brief historical overview of teaching listening, definition of listening practices of teaching listening skills, importance of the listening skill, challenges of teaching listening skills, principles of teaching listening skill, types of listening, listening tasks, listening input, the role of the teachers while teaching listening skill and listening framework. Chapter three presents ,research design, population of the study, sample size & sampling technique ,data collecting tools, procedures of data collection, method of data analysis, reliability & validity and ethical consideration. The fourth chapter comprises students responses on their teacher's teaching practices at the pre listening stage, students responses concerning teachers' practices of teaching listening at while listening stage, students responses focusing on teachers practices of teaching listening at post listening stages, results of the classroom observation checklist on practice and challenges of listening skill and discussion & results of teachers interviews. Finally in the fifth chapter, summary, conclusion and recommendation were discussed.

1.9. Operational definition of terms.

- **Teachers Techniques:** pedagogical techniques, based on a teacher explaining atopic and students taking notes, may still be useful on occation, but educationtodayresolvesmore around encouraging the students to awaken their couriousity and desire to learn.
- **Teachers Method:**A teaching methodcomprises the principles and method used for instruction.
- **Designed Procedure:** planned detail conductedin a certain order or manner.
- **Procedure for Teaching the Skill:**Specific sets of steps to follow when performing tasks as the same time as the activities of educating or instructing.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. A Brief Historical Overview of Teaching Listening

Rost (1990) cited in Muluken (2008) stated that language teaching undergoes much ups and downs. Listening skill also one of language aspect has took different method of teaching and oral approaches enabling students to discriminate linguistic structures. These challenges of listening skills were a hurdle to students understanding the message of text. But later as (Bareen, 1987) claimed that these activities changes to communicative language teaching method (p.7).

As (Krashen & Terrell, 1993; Rost, 1990) cited in Muluken (2008) gave recommendation and formulated an approach for language acquisition based on, in 1970's & in 1980's, listening was used as a critical element to design language learning syllabuses. While listening based learning was emphasized (CLT) was concerned with spoken language listening exercises were made to simulate real life and texts was authentic. Therefore, listening skill is recognized recently as compared to other skills. (p.9).

2.2. Definition of Listening

Many scholars gave definition for listening, among those Underwood (1989:1) defined listening as 'listening is the activity of paying attention and trying to get meaning for something we hear.' According to the definition given listening involves both paying attention and get meaning. Even though listening may be seen as a passive process it is not true because we as listeners have to concentrate on the message to be decoded. Underwood argues that "hearing can be thought of as a passive condition, listening is always an active process." if the receiver is not active it is difficult to interpret the listening in to meaningful information. Morely (1991) also defines listening skills as "information processing activities in which a listener might be engaged in different communication types; the communication could be 'two-way', 'one way' or 'self dialogue'". Cook (2001), in Haregewoin (2003), also stated 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. These definitions, in general, portray that listening is not a

passive skills as it was expected to be and that it is an active skills which demands more than receiving sounds.

In line with this, Nadig (2006) 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 (1990:18), in Daniel (2007) as quoted 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 taking.” strengthens this idea. It even gets harder when we think of listening to a foreign language. Wolvin (2010:9) on the other hand specified the definition of listening by quoting the following scholars definition of listening. Listening is hearing, understanding, remembering, interpreting, evaluating, and responding’ (Brownell,2002).

From the above definitions given to listening, it is possible to say listening skill is a hard task. It requires a great deal of mental analysis on the part of the listener. Messages are interpreted by employing one’s skills and knowledge from both linguistic and non-linguistic sources. In other words, having purpose for listening, social and cultural knowledge and background knowledge is vital (Richards 1985). Therefore; students must be exposed to a variety of input sources in the form of listening opportunities embedded in social and academic situations. Besides, they should be provided with varying listening activities that enable them to employ strategies and enhance their macro and micro listening skills Rost (1990).

2.3. Practices of Teaching Listening Skills

Rost (1990) selecting the appropriate text is not an end by itself. It only serves as a source of data for the tasks that students are expected to carry out in response to what they have heard. Nadig (2006) also writes that speaking effectively is half the communication process required for interpersonal effectiveness and listening to others talk is the other half. Nadig’s idea underlines how a fundamental listening skill is, even when one is fluent, for achieving

effective communication. As stated by Nadig (2008) here are activities should be practiced by teachers in listening skills. These include: Introducing the activities and giving the explanations as necessary, asking the students to read through and copy the questions, tables, etc, drawing the students' attention to 'key' words and textual features, making the instruction clear, providing the students with reasonable feedback/correction, integrating the listening lesson to other skills, helping students by facilitating audio-visual, video and language improvement center if necessary, researchers and making students to discuss their answers either in pairs or in groups.

2.4. Importance of the Listening Skill

According to Morly ,1991; Saricoban ,1999) cited in Muluken (2008:9)states that,of the four skills, listening is the most frequently used skill. In relation to this, listening is “a medium through which much of our daily activities or communication in real life situation are dominated by listening.

Similarly, an article of International Listening Association (Beard, 2005) also indicated that listening is the fundamental language skill, and it is the medium through which people gain a large portion of their education, their information, their understanding of the world and of human affairs, their ideas, sense of values, and their appreciation.. In this day of mass communication, much of it oral, listening is of vital importance and students should be taught to listen effectively and critically.

Furthermore, as Nadig (2006) in Muluken(2008) states that ,speaking effectively is half of communication process required for interpersonal effectiveness and listening to others talk is the other half. Nadig's idea underlines how a fundamental listening skill is, even when one is fluent, for achieving effective communication. All in all, although listening is one of the most challenging skills for students to develop, it is the most important skills for communication, academic achievement and entertainment. Thus, efforts should be made to practice the strategies that enable students develop this demanding but fundamental skills.(p. 10).

Although listening has such significant roles in communication and second language acquisition, it has long been the neglected skill in research, teaching, and classroom assessment (Rubin, 1994 and Richards, 2002). In recent years, however, there has been an increased focus on developing foreign language listening ability because of its perceived importance in language learning and acquisition. Especially these days, there has been increasing emphasis

on listening comprehension in second language pedagogy, and this is also reflected in several methodologies and in the development of numerous listening materials such as textbooks, audiotapes, videotapes, and CD-ROMs (Richards, 2002).

According to Rost (1994) in Gilakjani, A.P.(2016) reported that listening skill is very important because it is a process through which we get input and without its comprehension learning does not happen represented that listening has a significant effect on developing speaking. That is, we cannot develop our speaking ability unless we develop our listening skill. If a learner has a good listening ability in English language, it would be very easy for him to listen to the radio, to study, watch films, or communicate with foreigners. Learners should have a lot of practice and exposure to English in order to develop this ability. There is a relationship between listening to a language and learning it. If we compare two learners; one is living in a country where the target language language is the first language and the other is living in a country where English is only spoken in academic places. The difference is that the first learner can acquire English more easily, effectively, and rapidly than the second one. Consequently, learners need as much exposure to English language as possible.

Assuming its great importance in foreign language classrooms and in language acquisition, scholars have started giving greater attention to second/foreign language listening skill (e.g., Ur, 1984; Underwood, 1989; Rost, 1994). Some of the ideas that have been of focus in the insights are the factors that affect listening comprehension. In this context, therefore, this study aims to investigate the practice and challenges of listening skills in case of Robe Didea High School.

2.5. Challenges of Teaching Listening Skills

Underwood (1989) stated when supportive materials like audio-tape, video recorder, academic broadcast radios are not available, students would not understand the listening skills especially where native speakers were not exist. Additionally, he organizes the major problems as follows : lack of control over the speed, at which speakers speak, not being able to get things repeated, the listener's limited vocabulary, failure to recognize the "signals," problems of interpretation inability to concentrate, and established learning habits (1989).

Similarly Goh (1998) states the most common problems faced by students in listening in the order of frequency are: quickly forgetting what is heard, not recognized the words they know,

understanding the message but not the intended message, enabling to form a mental representation from words heard, and missing the beginning of text. Listening skills is one of the most challenging skills for the students to develop as it needs grasping speaker's accent, grammar and vocabulary to get the full message of speaker's intend (Nadig,2006).

Besides to this, as many teachers' state that the factors/challenges that hinder students' listening learning skills are many students are too weak to catch the listening text. This is because, they lack of vocabulary, grammar, accent, pronunciation and background knowledge. Therefore, Moreover, many students don't really pay attention to listening skill. They only focus on learning grammar, vocabulary and ignore this skill. They don't like learning listening because they find it very difficult and finally they spend little time practicing it. Hence, this negatively affects the process of teaching listening skills of teachers.

2.6. Principles of Teaching Listening Skills

In order to teach any language skill, it is very important for teachers to follow the principle for teaching that skill successfully and methodically. Forseth et al (1996:72) suggests seven principles for teaching listening skills. First, teachers should use authentic texts and present them naturally and realistically with background noise or interruptions and different voice types and accents. Second, teachers had better include various types of texts such as conversations /dialogues, jokes, lectures, news broadcasts, songs or narratives to make students get used to listening to different pieces of speech and avoid boredom. Third, teachers need to use primarily meaning based tasks for students to do. For students at the lower levels, some tasks may not be meaning-based but the longer-term goal is to use language for communication. Fourth, teachers should state a specific purpose for listening task. The task should be designed to practice on or more sub-skills (skimming, total comprehension.....).Another principle is that teachers had better introduce a listening task before asking the students to listen in order to help them to focus their attention. Next, generally it is best for teachers to pre-teach only vocabulary that is necessary for understanding the main idea of the text. Lastly, teachers can let students listen to the text more than once. Often the listeners will not catch the full meaning the first time.

2.7. Types of Listening

According to Imhof (1998:83), cited in Edaso (2016:30-33) different types of listening situations need to be taken into consideration and the listener is expected to perform systematically different activities. Listening involves selecting, segregating, and integrating information quickly; hence it expects challenging mental performance from the listener (Imhof, 1998:82). Galvin and Cooper (1999:58) argue that students should be able to determine the purpose of the listening activity in any given listening situation. They identify five types of listening based on the purpose of the listening: informative listening, critical listening, creative listening, discriminative listening, and emphatic listening. The purpose with which are listeners, as described by Galvin and Cooper (1999), correlates with the four types of listening situations described by Imhof (2008:8384). He bases his description on work done by Rost (1990) to indicate how incoming information is systematically handled, namely: transactional, interactional, critical, and recreational listening.

2.7.1. Informative listening

Informative listening involves listening with the goal of comprehending and retaining the information, hence the main purpose is to concentrate on the message being presented (Watson, Barker & Weaver, 1995). This type of listening may involve the content of a lesson, directions, instructions or explanations and news broadcasts. When students listen for information, they should be encouraged to take notes. There are lots of situations when listening for information is a must, such as when the teacher gives assignments, radio and sport broadcasts, weather reports, and news events, (Galvin & Cooper, 1999:62).

According to Galvin and Cooper informational listening is the basis for the other types of listening. Unless listeners understand a message accurately, they can't analyze another person's ideas or respond to another person's feelings. Students are expected to listen and extract as much information as possible; hence it seems quite reasonable to provide students with task that demand information extraction. Informational listening corresponds with transactional listening situations as identified by Imhof (2008:83). In transactional listening situations listening is concerned with learning of new information. Ma (2010:465) states that the transactional function as a listening goal is basically concerned with transfer of information. The transactional process according to Tompkins (2009:67) promotes the listener's attentiveness to the relational connections of communication.

According to Imhof (2008:83-84), the listener has limited options to interfere or collaborate with the speaker so as to negotiate the meaning of the incoming message while Xiaoxian and Yan (2010) see transactional situations as message-oriented with the aim of conveying information in a clear and precise way. Transactional listening is characterized by the information gap between the speaker and the listener, the degree of formality, the social distance between the speaker and listener and the time span of the message (Imhof, 1998:85). The listener for example could have limited options to interact with the speaker to negotiate meaning if the situation is highly formalized. That is, the exchange of the information could be constrained by social conventions. When a learner listens to an instructor, it is reasonable to assume that there exists a high degree of social distance between the two. This situation is different if we consider a situation where a listener listens to peers' conversations. In transactional listening, the learner is required to maintain concentration for a long stretch of time and therefore the use of self-regulation strategies are highly demanded especially while listening in a classroom setting (Imhof, 1998:84).

2.7.2 Critical listening

Critical listening is a listening skill which comprises listening for basic understanding, for inferring and listening for rhetorical structural understanding (Boyd, 2005:231). The listener tries to weigh-up the logic and credibility of the message. Boyd (2005:231) goes on saying that in critical listening the learner's role is to understand the incoming input of information in relation to its social and cultural context. In critical listening, listeners examine an informative or a persuasive message and make decisions about the issue they listen to (Galvin & Cooper, 1999:62). In critical listening, the listening goal is to analyze or evaluate a message based on information presented verbally and information that can be inferred from context. According to Watson, et al. (1995), a critical listener evaluates the message, accepts or rejects it or he or she may decide to withhold judgment and seek more information. Galvin and Cooper (1999:62) state that listeners critically attend to the reasons the speaker presents, they ask questions for gathering further information, and also try to distinguish the facts from opinions and examine the source of the information.

Once listeners have listened, they are expected to respond actively. According to Imhof (2008: 84), in critical listening, the listener is more concerned with evaluating the reasoning as well as the value of the evidence provided by the speaker. Wolvin and Coakley (1994: 154)

recommended the integration of both transactional and critical listening to ensure listening comprehension.

2.7.3. Creative listening

Creative listening (Galvin & Cooper, 1999:62) is similar to what Imhof (2008:84) refers to as 'recreational' listening. In creative listeners use their active imagination as they interpret a message. For instance, if the listener is listening to music or a narration, he or she may create pictures or stories to go in harmony to go with the music or narration. When a story teller narrates a story, listeners may create mental pictures. Creative listening is particularly important when students (listeners) do role-playing because they should know how carefully they are supposed to listen to respond to the other people in the scene (Galvin & Cooper, 1999) .

2.7.4. Discriminative listening

In discriminative learning, the goal of the learner is to understand exactly the speaker's meaning (Verderber & Sellnow, and 2009:89). Discriminative listening therefore involves 'listening between the lines' for meaning conveyed in different ways rather than in words (verderber, et al., 2009:89). The basic function according to the researchers is to pay attention not only to the words, but also to non-verbal cues, such as the pitch, voice quality, speed, inflection, and gesture. Discriminative listening allows the listener to recognize stimuli and nuances in the speaker's message, for example, a sigh, a raised eye brow in the course of conversation or an instructor's vocal emphasis (Thompson, et al., 2004:231).

2.7.5. Emphatic listening

Emphatic listening also refers to active listening or reflective listening (Salem 2003). This type of listening is important for dialogue and helps to maintain interpersonal relationships; however, it is the most challenging form of listening (Watson, et al., 1995). Emphatic listening according to Salem (2003) requires listening and responding to another person; in turn, it improves their mutual understanding and trust, that is, listeners pay attention and share others' feelings. According to Selam(2003) emphatic listening enables the listener to receive and interpret the speaker's message accurately and as well provide an appropriate response. Galvin and Cooper (1999:62) state that listeners must make eye contact, show head movement, and keep in touch with the speaker to clearly understand his or her feelings.

Speakers with strong feelings want listeners to show that they care about them (speakers); hence it demands patience. Listening to negative feelings may at times be very offensive; meaning, listeners must patiently listen to what the speakers say and show sympathy. To show concern about the issue, and listeners may even interrupt the speaker and ask questions. Emphatic listening, therefore, entails that the listener listens very carefully (Galvin & Cooper, 1999:62). Emphatic listening is similar to interactional listening as explained by Imhof (2008:84), where the listener pays attention more explicitly to the personal component of the message and where the situation requires explicit cooperation between the listener and speaker (Imhof, 2008:84). The interactional function in speech is to maintain social relationships (Ma, 2010:465). However, Vandergrift (2002) argues that the core of interactional listening is not maintaining social relationships, but that "...interactional listening is highly contextualized and two-way, involving interaction with a speaker." Context is important because the listener needs to understand not only the verbal message but also the context in which it occurs (Xiaoxian & Yan, 2010:18).

In general, good listening according to Imhof (1998:84) can be distinguished based on the Mannheim situational model for speech production which has four critical dimensions along which speaker listener interactions can be illustrated. These are:: degree of formality (high or low formalized) social distance (high or low social distance) hierarchical structure (superiority versus equality), and listening goal (to provide information versus entertainment and/or conversation).

In day-to-day life situations, listeners are sure to encounter most or even all of the above listening types. Therefore, teachers and lecturers need to try to help students practice every kind of listening to help them develop their listening skills in every possible situation. This should also be kept in mind when teaching EFL listening to Ethiopian students as they will need to be able to listen in different ways in different situations. EFL listening lessons should not only involve memory tests to see whether students can remember information.

2.8. Listening Tasks

A task, according to Rost (1990:156), is "a unit of teaching learning activity which involves relevant instructional variables to be manipulated by the learners using some kind of data." This implies that selecting the appropriate text is not an end by itself. It only serves as a source of data for the tasks that students are expected to carry out in response to what they have heard.

Hence, a task should be designed. When we design tasks, The NCLRC (2004) advises to keep in mind that “Complete recall of all the information in an aural text is an unrealistic expectation to which even native speakers are not usually held.” Listening exercises that are meant to train should be success oriented and build up students’ confidence in their listening ability.” In other words, the tasks should be in harmony with the four categories of listening stated above.

Moreover, Rost (1990) broadly categorizes these tasks in to 3 namely on-line, retrospective and prospective.

a, **On-line tasks:** These are activities carried out while students are listening to a text.

Note taking and completing a table are good examples of such an activity. These tasks require listening and doing the tasks simultaneously.

b) **Retrospective tasks:** Such tasks require responses formulated after listening to a text. Summarizing is a very good example for this.

c) **Prospective tasks:** This tasks demand learners to give their prediction on a given topic (context) prior to listening to the text. “What do you expect in the passage? What do you think will happen next?” type of questions let students to forecast. Rost’s category of the tasks seems to match with the 3 stage of teaching the listening skill which will be dealt with in the next sub-topic. As the nature of question in the tasks, they can either be closed (objective) or open (subjective) (Rost, 1990) or they may range from no response up to long response questions (Ur, 1996). The choice is determined by the purpose of listening and level of students. Here is a comprehensive list of listening tasks by Atkins (et al 1995):

Listen and Enjoy (Joke, story), Tick (things, people, and dates... on a list), Match(text with pictures), Act (jumping, closing the door), Draw (pictures from instructions), Follow (directions), Choose (True/ False, multiple choice questions), Answer (comprehension questions), Complete /fill (a chart, a table, a diagram, list, blanks) ,Correct (what is incorrect), React (debate in favor of /against a motion), Discuss (to solve a problem), Write (note, dictation, and summary), Recall (recall a story, modeling) , and Continue a story text (written /spoken)(p.57).

Underwood(1989) in Muluken (2008:13-16)claimed that, it is vital to put up with the choice of tasks depends on the purpose of listening, time and material available, level and interests of students and teachers, culture and nature and content of the texts/input.

2.9. Listening Input

Listening inputs are materials or texts of any kind that students listen to in any listening lessons (Rost, 1990). As teaching listening skills in the absence of texts is unthinkable, teachers need to know the different types of texts with their distinctive features texts with their distinctive features purpose and to which particular group of students they are suitable.

According to Anderson and Lynch (1988), listening materials are of three kinds. These are:

Static texts. Descriptions or instructions in which the relationship between items in the text is likely to be fixed, **Dynamic texts** which men Story telling /recounting incidents which involve shifts of scene and time. The relationships between items in the text change and Abstract texts that refers to Expressing people's opinions/ beliefs it is clear that the writers put the types of texts in their order of complexity. Thus, the first two seem to be appropriate for lower grades and the last for advanced learners. This does not mean that is impossible to use any one of them if the purpose and level of students permit to do so. As NCLRC (2004) and Ur (1996) advice considering the following factors that helps to judge the relative ease or difficulty of a text. How is the information organized?/Chronological, main ideas first then details and examples next. How families are the students with the topic? Does the text involve multiple individuals and objects? (Same/opposite sex).

Does the text offer visual materials to aid what listeners hear? How fast is the speaker? Are there pauses /repetitions in the speech? Are the pronunciation, vocabulary and grammar appropriate to the students' level? Another point worth considering is the question of variety. It is a common knowledge that students experience different background, interest and ability. This concept thus calls for the use of a variety of texts so that students will not be bored of attending to one thing frequently. In relation to this, Ur (1996) and Harmer (2003) list the following:

a, **Live:** students listen to someone in front of them and interact with her/him.

b, **Recordings:** students listen to audio cassettes or watch video and perform tasks.c, **Teacher talk:** students listen to the teacher's informal talk and discussions (conversations) and will follow.

d, **Authentic materials:** natural language used by natives or competent speakers.

e, **Adapted materials** materials modified to fit the needs and levels of a particular group (Ur, 1996; Richards, 1985).

f,**Specially constructed materials**-These are materials adapted to meet the levels and interest of particular learners. What is common to tell these writers is that language inputs listening material should be selected carefully considering lexical and syntactic simplicity, and content familiarity and predictability. The scholars list dictates that students should not only be provided with artificial texts but also real like/ authentic/ texts. Doing so enables students to attend non-verbal aspects of communication, such as gesture, facial expression, pause, and hesitations which aid their understanding. This, however, demands commitment and creative mind.

2.10. The Role of the Teachers while Teaching Listening Skill.

To promote effective teaching of listening, the teacher needs to develop an awareness of the listening demands and purpose of different text types and tasks. And also the teacher needs to widen his/her abilities of the types of spoken text used to develop listening as well as the types of listening skills practiced. It is also very important to be aware of the level of difficult of task type. Listening to label a picture, for example is easier than completing a matrix, sequencing statements or selecting the best summary of story (Brumfit et. al, 1996, cited in Teshome (2017:16-19) also stated that; Teachers are expected to practice:

A. supporting with understanding

It requires patience, imagination and skill to create an interesting environment for young learners to develop confidence in listening. The teacher's role in this respect is very crucial (Vandergrift, 1999).

B. Planning for Listening and Choosing Appropriate Texts and Tasks

Listening provides a wealth of practice in specific language points, for instance pronunciation vocabulary, grammatical patterns and discourse. The activities chosen may also enhance thinking skills and concept development, for example when matching or predicting items (Vandergrift 1999).

To promote effective teaching of listening, the teacher needs to develop an awareness of the listening demands and purposes of different text types and tasks. At the same time the teacher needs to widen his/her repertoire" of the types of spoken text used to develop listening as well as the type of listening skills practiced. The type of text chosen for teaching listening plays a significant role. Therefore, the teacher's choice of text can be influenced by the children's age,

language level and interests; the specific language and listening focus he/she wishes to provide and the degree to which listening is integrated in to general language learning or regarded as a more separate activity.

The teacher needs to develop a feeling for the kind of task which fits a certain text type. These could be listening for gist, listening for specific information, predicting, inferring, attitude and working out meaning from the text (Vandergrift 1999).

C .Combining listening with Other Skills

According to language acquisition theory, human capacity for discrimination between language intention and language content is a crucial step in the language acquisition process. Thus listening 'comprehensive ability plays an important role in acquisition and improvement of language skills. Therefore, in teaching listening, there is a need to combine the development of listening ability with the development of other skills such as reading. In order to improve listening ability it is necessary to listen frequently to a teacher reading well, since it is very difficult to generate a high quality output without appropriate input. Secondly, students need to practice reading aloud among them. By such activity students will learn to combine the act of listening with reading. Students must be actively engaged in producing language of high quality if they are to improve their English proficiency levels.

Similarly, by combining listening with writing, teachers can divide the work in to two parts. First, students might answer teachers' questions in written English after listening to spoken language material. It is also important to remember that good listening entails recalling the essence of the material rather than the precise detail. Secondly, teachers should combine listening activities with speaking in ways that bring out the basics of oral communication.

Inevitably, listeners will lose the information resources without speaking; speaking will lose its objective without careful listening and, as a result, speaking ability will not be acquired. Listening and speaking rely on each other and regulate each other. It is important to strengthen listening through speaking and to improve speaking through listening. Students need to retell and discuss the material they have just heard in order to synthesize their understanding. In this way they learn to combine listening with speaking properly. Students who are able to do this are able to overcome their passive response to the situation and gradually they learn to feel safe when they respond.

In order for this to happen, a truly interactive and penalty free listening class is required (Rost, 2001). Teacher/student and students/student exchanges should be emphasized as opportunities for a free exchange of opinions when participants can consolidate their listening approaches and skill during the process of communication. Through a variety of listening reading, listening, writing and listening speaking activities, students cannot only strengthen their language skills but also sharpen their interests and raise their motivation to improve their learning efficiency (Rost 2001)

D. to ensure that Learners are Aware of Listening in Language Learning

Language is an important aspect of our everyday lives, often requiring inventiveness by its speakers. On the other hand, real language use may often appear untidy necessitating considerable effort and still to reduce to simple grammar patterns. Students need to be aware of all language possibilities. More importantly, they have to be aware of how language is used, as well as its different variations and linguistic twist. Hence, reading and listening are specially important, as they are vital discovery activity that enable students unmask creative ways in which language is used, and also help to raise their awareness about the use of grammar amongst other things (TedPowe, 2009). As teachers we should be prepared to use variety of techniques to help our students learn and acquire the awareness of listening, we should ensure that our students are aware of the vocabulary they need at their level and that they can use the words appropriately. If we are really ready to teach students what words mean and how they are used, we need to demonstrate this together with other words in context. Competent users of language are proficient in a range of language skills. It is pertinent for teachers and language instructors to see that the students' language skills are transferred to the use of English (Short, 2004).

According to Harmer (1991) cited in Gilakjani, A.P. (2016) stated that there were also eight main roles for teachers. These includes:

a. teacher as an Organizer: In this role, teachers should explain what their students want to do, give clear instructions, and give useful feedback to their students. Teachers also prepare the listening lesson and give obvious guidance to their learners.

b. A Teacher as a Controller: a teacher performs the whole lesson. It is a teacher's duty to arrange what students do, when they should speak, and what language they should use. Teachers also determine what students should do in the listening phases.

c. A Teacher as an Evaluator: Teachers evaluate their students and give them a feedback on

their performance. They should evaluate the level of their students.

D. A Teacher as a Resource: In this role, teachers give their students the necessary advice and help them to solve their difficulties specifically unknown vocabulary or grammatical patterns.

E. A Teacher as a Tutor: Teachers act as a coach and a resource and help their learners to develop ideas. Teachers assist their learners in every stage and should help them towards predicting missing information.

F. A Teacher as an Investigator: Teachers observe the activities in their lessons and assess their learners' performance. They evaluate the advantages of listening activities.

G. A Teacher as a Prompter: Teachers urge their students and give recommendations toward activities that are carried out by their learners. Teachers should support their students during every stage of listening activity so that they can be successful.

H. A Teacher as a Participant: Teachers take part in the listening activities and must be aware of leading in these activities. They can improve the classroom atmosphere. They participate in pre and post listening activities like discussions and role plays.

2.11. 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 interactions; the social, the cognitive and the linguistic (Brumfit et.al, 1996). As the view of the scholars, the social dimension takes the accounts of the fact that interaction among people is the chief means of maintaining the relationships and exchanging information. The cognitive dimension refers to the relation between interaction and ideas; children hear ideas, suggest their own ideas and develop new ideas through talking and listening to other. The linguistic dimension refers to the way in which participants interpret, predict and summarize components of spoken message.

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

1, Careful selection of input sources, 2, Creative design of tasks (well constructed, with the opportunities for the learners to activate their own knowledge and experience to monitor what they are doing), 3) Assistance to help students enact effective listening strategies, 4) Integration of listening with other learning purposes (with appropriate links to speaking, reading and writing (p:156).

Therefore, language teachers are expected to make the necessary preparation of (by previewing the material, adapting it using additional and alternative materials, designing suitable tasks) ,they also play a vital role in introducing learners the strategies they should employ in listening classes in order to understand the spoken language. Knowing the features of listening, like any other skill, is an important factor for effective teaching listening skill (Holmes, 2001).

2.12. Listening Materials

Listening materials can be divided into authentic and non-authentic listening materials. In trying to define authentic listening material, Underwood(1989) uses phrases like ‘real speech’, not specially designed for foreign language learners’, natural conversation ‘, what people say in real life’, ‘what native speakers say when talk to each other .’ Field (2008) also defines it as recordings of people speaking naturally and without the purposes of language learning in mind. Cunning worth (1984) explains it as materials originally used in real situations and were not designed for use in language teaching. Such materials are used in the class room to expose the learners to real language use. He gives examples of such materials- like newspaper articles, letters, advertisements, recordings of news, airport announcements, etc. In harmony with definitions and explanations given by the above scholars, the present researcher thinks the suitable authentic listening materials are unscripted, natural and spontaneous spoken language materials like interviews, lectures, dialogues, discussions, conversations etc. Rost (1990) states that the main aim of teaching listening comprehension is to help learners of English develop skills to cope with listening to speech in real life. Thus, one the main ideas of using authentic materials in the classroom are to expose the learner to as much real language as possible. Where are authentic listening materials come from?

Furthermore, According to Miller (2003) suggests that, the most common sources of authentic materials are TV /vide, radio, audio-tape and the internet. Lindsay and Knight (2006) stated that the input,which is all the target language data the learner is exposed to both spoken and written inside or outside the classroom come from different sources such as the teacher, friends, newspapers, TV programs, the internet, films , course books , novels, dictionaries, and so on. Therefore, using these sources in language teaching means that the material is frequently authentic, topical with real world information.

On the other hand, non authentic materials are tools that used by teachers in order to facilitate the learning of language. This sort of materials are proposed, revised and modified to serve

pedagogical purposes. They include cassettes, videos, work books, photocopies...etc. Kennedy and Bolitho (1984) consider simplified texts as a burden which prevents learners from dealing with the real world of their subject area. Ur (1984) states that many listening comprehension exercise used today in the classroom are yet based on formal spoken prose, despite most heard speech is spontaneous and colloquial in character. Besides, notes that the type of listening comprehension activities based on a text proposed in advance and read aloud by the teacher or on tape don't give the kind of rehearsal needed.

According to Ur (1984), when planning listening exercise, one should put in to account the following points:

1. *The kind of real- life situation for which we are preparing the students.*
2. *The typical difficulties students are likely to encounter and need exercises to overcome.*
3. *The nature of the classroom teaching learning processes that involves the physical considerations like the size and arrangements 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 students motivation, concentration and participation; how to correct and give feedback, how to administer activities effectively (p:22).*

For the effective teaching listening in the L2 classroom, Nunan (1989) describes things that influence listening comprehension is the task or purpose in listening and the context in which the listening occurs. Morley (1991) on the other hand states that to make students successful listeners, the teacher must set a purpose for listening, select and design appropriate listening materials and activities taking in to consideration 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.

2.13. Listening Lesson Framework

Different researchers for example, EdasoMulu,(2016); Muluken (2008) states that having an appropriate text and a well designed task, still, doesn't guarantee success in developing listening skills unless one uses them in a certain procedure/ framework. Regarding this; Rost (1990) states that tasks need to contain six elements, namely: input setting and roles, procedures, outcomes, monitoring and feedback. These elements suggest what a listening lesson should consist of. Many scholars believe that good listening lessons go beyond the task itself

and recommend that a listening lesson need to have three main stages: pre listening, while listening and post- listening (Saricoban, 1999).

2.14. listening stages

2.14.1.The pre-Listening stage

Pre listening (Preparation stage) learners are expected to do some activities before the listening text is started in order to brainstorm about the text they are going to listen. Turner (1995) suggest that pre listening activity is concerned with keeping the procedures preparing the ground linguistically and culturally, before starting the listening text. Accordingly, the scholars recommend that a teacher is expected to inform the students what the text is about and provide a title. 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 is too long. Tasks might also be employed before listening in order to provide a purpose for listening and context for comprehension (Buck, 1995).

2.14.2. While Listening Stage.

While –listening is a stage at which students are made focus their attention on the listening text. In this stage the activities are, all tasks that students are required to do during the time of listening to the material. These activities enable students listening for meanings that are to understand a message from spoken language. While- listening activities could also be interesting and challenging. They should guide the students to handle the information from the while listening stage. Field (2002) distinguishes between extensive and intensive listening. Extensive listening can be defined as listening to a text without focusing on details and listening for pleasure, with the aim of understanding something worth hearing. In intensive listening, on the other hand, the listener aims pick up detailed pieces of information. Rost(1991) further divides listening in to the types which can take place in the during-listening stage:

1. *Attentive listening has students listen and supply short responses to the speaker.*
2. *Intensive listening focuses students' attention on language forms. These activities require students to focus on specific contrasts of grammatical, lexical, or phonological forms in contexts.*
3. *Selective listening helps learners to identify a purpose and to learn to attend to specific information provided in the text.*
4. *Interactive listening provides learners with activities, which help them to assume active role in the listening process, even when they are in the listener's role (p:58).*

To be able to prepare students for these activities, teachers should make sure that the input of the activity matches the proficiency level of the students. To this end, teachers can make use of the 'cognitive load' principle (Brown, 1995). Briefly, the cognitive load principle asserts that the more complex the number and distinguish ability of (a) referents, (b) spatial, temporal and informational relations, and (c) causal and intentional inferences become, the more difficult the text becomes for learners to comprehend.

It is important to prepare tasks for listening practice (Buck, 1995), particularly for the 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 while listening tasks include following to fill in boxes or grids, completing drawings or diagrams, and participating in competitive quizzes while they listening 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). During listening stage is the suitable stage for providing exposure to real-life listening.

As Mendelson (1995) states that there should be a lot of exposure to real listening in a good listening comprehension lesson. Therefore, for during- listening stage, it is important that students practice a great deal of intensive and extensive listening. Students may listen to texts more than once to compensate for the lack of visual and environmental clues. 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 help students 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 message from the listening text.

Lindsay and knight (2006: 52) state the following as some examples of while -listening activity.

Listen and draw -In this kind of activity the teacher describes a room to his learners, for example where the tables, chairs and other furniture are, how many windows and doors there are, and so on. He also tells them to draw the room as he describes it.

Listen and match - The learners have a number of pictures of different people. The teacher describes each of these people and the learners have to identify the correct picture.

Listen and order pictures or dialogue -The learners have a number of pictures from a strip cartoon or story. They listen to the story and they have to put the pictures in to the right order.

Listen and follow a route on a map-Learners listen to directions and they mark the route on a map.

Listen and complete a form -The learners are given something complete according to what they hear, for example, someone giving their name and address, data of birth work experience, and so on.

Listen and Correct -The learners have a written text with details about a certain event. They hear someone describing this event with a number of factual errors. Learners have to identify the errors.

2.14.3. Post-Listening Stage.

Throughout our daily lives we read and make comments; we listen and write. Hence, the language learning we do through listening should be connected with the language learning we do through speaking, reading or writing because of the skills is inseparable. Post-listening activities combine what has been listened through reading and writing, which are more self-paced and reflective activities (Rixon, 1986).

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 replaying or reading 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. Underwood (1986) states the purpose of post listening activities are:

- a) Understand the text.*
- b) To give students the opportunity to check whether the students have understood the text and have completed the while listening tasks effectively.*
- c, To reflect why learners have failed to consider the attitude and manner of the speakers in listening text.*
- d, To expand on the topic or language of the listening text, and perhaps transfer things learned to another context (p:74).*

A Post-listening is also a stage at which students show their reaction to the text and the lesson is integrated with other skills. Rees (2008) further argue that these stages are what people naturally do in their everyday lives. They explain: When listening to an interview to a famous person, they probably know something about the person already (pre-listening) when we listen to something; we do so for a reason. Students will need reasons to listen that focus their attention(while-listening). Because we listen for a reason, there is generally a following reaction (post-listening).

According to Saricoban (1999),shortly summarizedpurpose andthe various activities involved in the three stages were : Fristly,the pre-listening stages used as to warm up/ motivate, to establish background knowledge/ context,to get students prepare, and to provide a listening purpose.Under this stage, the purpose of teacher's were: asking few questions related to the topic/letting students to discuss on the topic ,asking students to predict what they are going to listen,teaching key words in context and giving clear instruction on how to perform the task. Secondly,the while- listening skill has its own purposes,these were getting students manage a task by understanding the context,cheching understanding , sharing and reflecting information. Besides to this, the teachers were alsoreading or playing the text according to students level, Observing and guiding students, allowing them time to try their best,and making them aware that they can interrupt and ask. Finally,the post listening- stages functionally used to integrate the lesson with the other skills, to make analysis of language forms ,and to relate

experience to text. In this stages the teacher's activities were include : Providing a related task ,Checking students work, and teaching some language items in the listening text .

Before implementing these stages in the classroom, the teacher needs to make planning like: practicing loud reading ,Checking plays and cassettes if any, Simplifying/ adapting tasks if needed, preparing supplementary examples, referring related sources (Harmer, 1991). Harmer's idea seems to remind teachers to carefully prepare lessons before getting into class so that listening lessons would be taught successfully.

2.15. Reasons for Listening

According to Bouach (2010), in Gilakjani ,A. P.(2016) listening comprehension is useful for learners' pronunciation. That is, when learners are more exposed to spoken English, they can more know and get used to its pitch, intonation, stress, redundancy, and clusters. Wilson (2008) mentioned some other reasons for listening such as information gathering, enjoyment, unanimity,evaluation,and criticism. In addition, the other reason behind listening is to improve the speaking skill by improving pronunciation. There are a lot of reasons for listening. There are five main reasons for listening like to engage in social protocols, to exchange information, to enjoy you, to share emotions, and to exert control (Hedge 2000). Underwood (1989) expressed that teachers should prepare their students for the following situations:

- a. Attending a lesson. The purpose of this activity is to comprehend the major ideas and to recognize the main information.
- b. Listening to announcements, news, and weather forecast. The main goal of listeners is to obtain pertinent information.
- c. Listening to plays, watching TV, or listening to a radio for entertainment. The objective of this activity is to amuse oneself.
- d. Listening to someone delivering a speech. In this situation, the listener is interested in opinion and attitudes of the speaker.
- e. Following the instructions. The goal of the listener is to perform the function successfully.

2.16. Listening in Traditional Methods

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

(L1) (Flowerdew and Miller, 2005:4). The other teaching method is the direct method; it appears that the direct-method approach truly focused on teaching listening skills first and other language skills later. However, in any review of early monolingual teaching methods, it seems that although the target language was used for all purposes in the classroom, there was no systematic attempt at teaching listening or at developing listening strategies in the learners.

Students could hear what was being said and that comprehension would follow later to as developing listening through “osmosis” (Mendelson, 1994 cited by Floerdew and Miller, 2005:5). “The audio-lingual approach to listening emphasizes first listening to pronunciation and grammatical forms and then imitating those forms by way of drills and exercises” (Richards and Rogers, 1986:44). Basically, the more the students repeat a “correct” phrase/sentence, the stronger their memory of the structure will be. Therefore, students must listen and repeat similar words and sentence structures many times in order to remember them (Mikiyas Legesse, 2015).

2.17. The Current Teaching Methods of Listening

Communicative approach, task-Based approach, and integrated approach are the main focus. Little wood (1981) states the communicative approach looks at what people do with language and how they respond to what they hear. “Learning goals related to listening: To process spoken discourse for functional purposes; to listen and interact with the speaker and/or complete a task”. The main idea behind a task-based approach to developing listening is that students become active listeners (Brown, 2007; (Mikiyas Legesse, 2015). With this approach, students are asked to listen to what are described as “authentic” situations and to “do something” with the information. This may be completing a diagram or chart, filling in a table, or drawing a picture. Learning goals related to listening: “To process listening for functional purposes; to listen and carry out real tasks using the information (Flowerdew and Miller, 2005:14). The last is the integrated approach, learning goals related to listening for this approach is: “To develop listening as part of interactive communication; to develop critical listening, critical thinking, and effective speaking. Not only do exercises’ focus on the more traditional features of listening” (e.g., listening for gist and listening for details), but they also help the students develop critical listening skills (e.g., after listening to a discussion about women’s rights, the students have to present their opinions (ibid)

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

This chapter deals with the research methods that were used to collect data. It discusses the research design & Research Approaches, population of the study, sample size & sampling technique, data collecting tools, procedures of data collection, methods of data analysis, reliability and validity, and ethical consideration used to carry out the research.

3.2. Research Design & Research Approaches

The researcher used descriptive research design with mixed approach in case studies because the major purpose of descriptive research is description of the state of affairs as it exist at present and its main characteristic is that the researcher has no control over the variables; he can only report what has happened or what is happening (Kothari, 2004:3). The researcher aimed to use descriptive research design because; mainly it helps to follow a naturalistic paradigm. Furthermore, descriptive study was concerned with the development of generalizations, extending its conclusion beyond the samples observed, and the researcher assumed the method to be appropriate for the analysis of the issue under investigation. Qualitative method (approach) fits eliciting in-depth information on teacher practice and challenges of listening skills through observation and interview while Quantitative method (approach) fits gathering data from wider range of respondents through questionnaire to achieve the research objectives.

3.3. Population of the study

The target population of the current study was Didea High School as a population. In this school, there were ten sections of grade 10 and 64 students in each section. Accordingly, 640 (410 M and 230 F) grade 10 students and 4 (4 Male) English teachers availability sampling technique were considered as the total population of the study. The researcher investigate the practices of teachers teaching listening skills and one part of providing information or data the students were selected as the target population of the study.

3.4. Sample size & Sampling Technique

The research was conducted on a sample of grade 10 Students and four English language teachers at Robe Didea High School. The researcher used all English language teachers comprehensively in the sample school as subject of the study. The researcher also considered 20% or 80 students (45 male and 35 female students) from a total population of 640 students available in the school. Therefore, the eight (8) sample students from each of the ten sections were selected by using systematic random sampling having alphabetical order of the students that is mainly to give an equal and uncorrupted chance for all students to be included. This could be:

Determine the sampling fraction by dividing N by n, that is, divide the total population to the required sample size. Let us represent this fraction by K. Then $K = \frac{N}{n}$. Hence every K^{th} individual in the name list was selected. This was adapted from C. R. Kothari (2004:63-65). Finally, the researcher took the name list of the students and selected the sample students at an interval of 8^{th} in the list. A number from one to eight was randomly selected as a starting point.

The reason to select Grade 10 as a focus of the study was due to the fact that the students' lack of understanding to pronunciation, lack of catching information from speech, and totally they have poor performance of listening. Therefore, students were expected to understand talking in English. It was with the assumption that it is important to identify problems related to teaching listening at this level. In addition, the solution recommended at this level was assumed to contribute to the upper grade levels as well.

To select the school, purposive sampling was used. The researcher has chosen this school because it was the place of the researcher himself. As a result, he thought that he had deep understanding of the problems encountered there.

3.5. Data Collecting Tools

The most suitable data gathering tools were: questionnaire, classroom observation, and interview. From the three data gathering tools, my major tool in this study was classroom observation, which was used to triangulate information and increase credibility of the study.

3.5.1. Questionnaire

Questionnaire were one of data collecting tool. The researcher used close-ended questionnaires because they were easy to respond, take little time to fill out, easy to tabulate and analyze etc C. R. Kothari (1990). The subjects / respondents can answer the items quickly. It is therefore, best to use closed form items with a large number of subjects or a large number of items. To do so, sixteen (16) Items were designed for the students to request the classroom practices and challenges of teaching listening skill. The questionnaires were set in five point Likert scale (always, usually, sometimes, rarely and never). These also were adapted from Muluken (2008). First of all the researcher has translated the items to Afan Oromo version and conducted pilot test on Jena Secondary School, then to check the reliability of each questionnaire he calculated by **Cranach's alpha value**. Finally, he tried to add some items, omitted some items, and adapted some of the items.

3.5.2. Classroom Observation.

To investigate what actually was happening in the classrooms during the teaching of listening, the researcher conducted classroom observation as a main data gathering tool. The researcher selected the four sections by using simple random sampling (lottery) method and observed each of them three times using structured observation checklist. The researcher made a total of twelve (12) observations when the teaching of listening skill was going on in the classroom. The information that recorded in the category of Yes/No as they happen in the classroom was summarized. In addition to this, information obtained from observation was used to cross-check (Triangulate) against the data obtained through questionnaires from the students and interviews of teachers.

3.5.3. Interview

The purpose of the interview was to verify the results obtained from the questionnaires and classroom observation, to obtain a greater depth of information, free and flexible responses and to get information concerning feeling, attitude or emotion to certain questions which is not possible through questionnaires and classroom observation (Koul, 1984 and Selinger and Shohamy, 1988). The researcher used the semi-structured interview because it permits much freedom to the interviewees to talk about the problem under investigation; as a result the researcher was able to get in depth information. The interview questions were prepared based on

teaching listening skills principles. Nine (9) interview items were prepared for all teachers. Finally, on average it took 20 minutes' for each teacher. Teachers' Interview was to strengthen the data gathered through the students' questionnaires. In other words it was believed that interview as an additional data collecting method that would help in Triangulating or crosschecking the data gathered through tools.

3.6. Procedures of Data Collection

The data for the study was collected over four weeks using the following data collection procedure: First, the selected 80 students filled the questionnaires. Then, the classroom observation was carried out over two weeks. The four classrooms were observed (each three times) while presenting the listening lessons. The observed practices were recorded carefully on the observation checklist. Finally, the teachers who were assigned to teach English were interviewed.

3.7. Methods of Data Analysis

The data was interpreted and analyzed using different methods. Using descriptive statistical analysis (percentages, numbers and worded interpretations) for the interview response while the questionnaire and observation checklist were analyzed through simple descriptive statistical procedures like frequency distribution, and percentage.

3.8. Reliability and Validity

According to Yin (2005), reliability is concerned with whether the next researcher can follow the procedures used and whether s/he can replicate the case study, and generate the same findings and conclusions. The goal of reliability, according to Yin (2005), is to minimize the errors and biases. Essentially, if there is no careful documentation of procedures, not even the researcher could repeat his or her own work. To check the reliability and validity of the students' questionnaires, the researcher administered **pilot test** for 15 grade 10 students who were attending at Jenna Secondary School. These 15 students were the neighboring school students, who were out of targeted population.

Again, to calculate the reliability of each questionnaire he administered the same items to the same population after a week which is known as test retest method. For the first, the researcher gave for 15 students' questionnaires and calculated by **Cranach's alpha value**, and then the

result was 0.65. This value shows didn't reliable. Therefore, the researcher for the development of questionnaires he tried to add some items, omitted some items, and adapted some of the items. Then, the researcher again, reset the questionnaires for 15 students. Finally, he calculated by **Cranach's alpha value**; then, the result was **0.73**. This value was reliable, so he used these questionnaires for targeted data gathering instrument.

3.9. Ethical Consideration

Research ethics plays great role in facilitating the process of data gathering. For this reason, the researcher aware of important research ethics when conducting this research. Due to this, to get real data, with regarded to ethical issues at first, the researcher offered letter of cooperation (to whom it concern), that express the researcher was going to conduct a research on the title, an investigation of the practices and challenges of teaching listening skill from MaddaWalabuUniversity, the researcher has taken it to Robe Woreda Education Office in order to get help from Didea High School. Woreda also wrote a letter to the school in order to get help from the school. Then, the objective of the study was explained to respondents and that they would provide data to the questionnaires and interviews. The participants were told the data would be used for the study purpose only not for any other purpose. Therefore, assurance was given to respondents the information provided would only be used for the purpose of the study. Moreover, respondents were also told their identity would be kept confidential.

CHAPTER FOUR : DATA PRESENTATION, DISCUSSION AND INTERPRETATION

This chapter deals with presentation, interpretation and discussion of the data obtained through: questionnaires, classroom observation, and interview. As mentioned earlier, the main purposes of this study were:

1. To examine the techniques that EL teachers employ in teaching listening skills.
2. To spot whether teachers' method of teaching listening skill match with the planned Procedure for teaching listening skill..
3. To identify the main challenges in teaching listening skills in grade ten at Robe Didea High School. The data therefore were discussed in the light of the objectives mentioned.

4.1. Students Responses on their Teacher's, teaching Practices at the Pre listening Stage.

In this part, six activities/Items that teachers are expected to employ at the pre-listening stage were analyzed.

Table1: Students response on their teacher teaching practices at pre -listening stage

No	Items	Response									
		Always		Usually		Sometimes		Rarely		Never	
		F	%	F	%	F	%	F	%	F	%
1	Teachers let us discuss on the topic of the listening lesson in pairs /groups before listening to the text	-	-	-	-	11	13.75	17	21.25	52	65
2	Teachers inform us to read the exercises before listening to the text	-	-	2	2.5	16	20	27	33.75	35	43.75
3	Teachers explain key terms in the listening text before listening	37	46.25	28	35	15	18.75	-	-	-	-
4	Teachers use visual supports to minimize listening difficulty	-	-	-	-	3	3.75	7	8.75	70	87.5
5	Teachers tell us the purpose of each listening exercise	-	-	9	11.25	27	33.75	44	55	-	-
6	Teachers make the instructions of the listening exercises clear	8	10	4	5	44	55	24	30	-	-

Item 1 intended to see if teachers engaged their students in pair/group discussions in pre-listening tasks. Responding to this item, 11 (13.75%) and 17 (21.25%) of the students said that their teachers sometimes and rarely asked them to discuss on pre-listening activities in pairs or groups respectively. But, most students, i.e. 52 (65%) revealed that their teachers never exposed them to activities. This implies that, about 75% of teachers didn't practice such activity. Allowing listeners to discuss on pre-listening activities in pairs or groups would enable them to use their prior knowledge in order to make sense of the listening text. It is also a good way of integrating listening and speaking skills. This suggests that teachers seem to be reluctant to integrate the listening activities with other skills in order to encourage the students develop their communicative abilities. But this has been stated as one of the main purposes of the listening text activities in the English for Ethiopia, Grade 10 Teacher's book (2002: vii).

Regarding item 2, few students i.e. 2 (2.5%) and 16 (20%) replied that their teachers informed them to read the exercises before listening to the text usually and sometimes respectively. However, most of the students i.e. 27 (33.75%) and 35 (43.75%) claimed that their teachers didn't inform them to read the exercises before listening to the text. Beside this, classroom observation confirmed that only 25% of them informed students to read the exercises before listening to the text. Three teachers in 6 observations (sessions) were not seen doing so. On the other hand, three (3) teachers (75%) reported in their interview that they did rarely or never. From this, it can be concluded that two third of the teachers did not let students read the exercises before the loud reading. And teachers' method of teaching listening skills didn't match with the designed procedure for teaching listening skill.

In response to item 3, 28 (35%) and 15 (18.75%) of the students said that their teachers usually & sometimes helped them learn meaning of some 'key' words used in listening text respectively. The rest 37 (46.25%) of students reported that their teachers provided them always with such assistance. Therefore, the practice of explaining some key words in the pre-listening stage was properly managed. According to item 4, regarding the provision of visual supports, few students i.e. 3 (3.75%) & 7 (8.75%) replied that sometimes and rarely respectively. However, 70 (87.5%) of the students reported that their teachers never used supportive materials in their listening classes. This was also confirmed by the classroom observation admitted that they did not use any, while teaching the listening lessons. As to the reason why the teachers did not use audio-visual supports in their interview, 2 (50%) of them said that there were no recorded materials

given to them as the course package. They added even if the cassettes were provided, there was no access to the necessary equipment, such as tape recorders, TV sets and play backs in the schools. The other 2 (50%) teachers explained that they did not think that the listening activities would require any visual support.

When we see item 5, telling the purpose of listening and making the listening activities purposeful, as pointed out by Underwood (1989), should be one of the objectives of English language teachers. It makes the listeners feel that they would benefit something helpful to develop their abilities to listen effectively. Informing students the purposes of the listening exercises helps them to concentrate on the lessons and to apply the skills in their academic or real life situation. But, the students' responses indicated only 36 (45%) of the teachers practiced it usually or sometimes and 44(55%) of them did so rarely. Thus, the teachers explained the purpose(s) of the listening tasks sometimes or rarely. So, it appears that students have not been provided with adequate opportunities that would allow them to see the role of the listening lessons in developing their listening skills. This in turn may make the students lose interest in learning listening. Generally, it seemed that teachers merely focus on carrying out the tasks therefore, this may be one of the challenges students encountered and teacher's techniques of teaching listening skills didn't take place properly.

With regard to item 6, only 8 (10%) of the students stated that their teacher always made the instruction clear to them. The remaining 24 (30%) and 44 (55%) of the students respectively disclosed that their teachers further explained the instruction to them sometimes or rarely. In addition to the responses given by the students, in classroom observation, the data showed that 1 of the teachers usually gave a brief explanation on how the students should do the listening tasks while the rest 3 teachers were seen doing this sometimes or rarely. In most cases, the researcher observed that the teachers first read out the instruction, then proceeded to the reading of listening text loudly. Moreover, interview all teachers (100%) reported that they gave clear instruction during listening sessions. However, they didn't do so. Though ELT scholars (e, g, Rost 1990, Harmer 2001) express that providing clear instruction enables students to handle the listening tasks easily, but the practice seems missing in the actual listening classes of Grade 10. Because, the information obtained from the students appeared to refute what the teachers did. It is possible to conclude that teachers were not in a position to inform their students on the instructions of the listening exercises clearly.

In general, regarding the pre-listening teaching practices, Table 1 indicates the information collected from the students seem to refute what the teachers have done; although teachers were expected to help their students formulate useful predictions and activate relevant concepts and experience before listening to the text, according to the analysis, they mostly focused on drawing the students attention to 'key' lexical items in the text, and making the students read through and copy the questions, tables, charts etc. According to Holmes (2001) these are typical features of conventional listening. From Table1, as data indicated i. e.(87.5%) of the participant replied that their teachers never used visual supports to minimize listening difficulty and (65%) of the respondents said that their teachers never let the students discuss on the topic of the listening lesson in pairs/groups before listening to the text, teachers didn't let students read exercises before the loud reading, No access of visual support materials, such as Tape recorded, TV sets & play backs during. Therefore, as can be inferred from the data it is possible to conclude that there seems to be a gap between what is expected of them and what teachers actually practice in their listening classes.

4.2. Students Responses concerning Teachers’ practices of teaching listening at while-listening stages.

In the previous section, students’ responses about pre-listening practices were analyzed. In this section, the students' responses about while-listening practices were analyzed.

Table 2: Students’ responses on their teachers’ teaching practices at while listening stage.

No	Items	Response									
		Always		Usually		Sometimes		Rarely		Never	
		F	%	F	%	F	%	F	%	F	%
7	Teachers inform us what to focus on while listening	-	-	-	-	3	3.75	-	-	77	96.25
8	Teachers make us guess meanings of new words while listening	-	-	-	-	22	27.5	50	62.5	8	10
9	Teachers engage us in some listen and follow_up activities, such as completing tables, diagrams, and summary outlines.	-	-	35	43.75	35	43.75	10	12.5	-	-
10	Teachers provide the listening skill with some audio tape and flash cards.	-	-	-	-	-	-	10	8	70	87.5
11	Teachers remind us to take special note of sentence connectors, time and sequence indicators, repetitions and speaker’s use of stress and intonation, etc.	-	-	-	-	7	8.75	10	12.5	63	78.75

Regarding item number 7, almost all students i.e. 77 (96.25) respondents said their teachers never told/ informed them what to focus on while listening activities, and very few respondents i.e. 3 (3.75%) of the students said their teachers sometimes informed them what to focus on while listening. Harmer (1993) however states that “The listener must pay attention to the speaker’s clues.” As a result, it’s unquestionable that teachers were not as expected as what they should do. Beside to this, when it comes to the classroom observation, only 3 of the observed sessions teacher was found informing their students to recognize the discourse markers and to employ varying listening strategies. Listening is purposeful, students need to be told on what issues of the text to pay attention to, but teachers failed to do so. Moreover, during interviews, three (75%) of teacher respondents answered they often informed the learners what to focus on the while listening activities, and one (25%) said he sometimes told the learners what to focus on the while listening lesson.

In Table 2, item 8 was designed to draw information as to whether the teachers encouraged the students to guess meanings of new words from the context. The student’s responses to this item indicated that 72 (90%) students stated the teachers sometimes or rarely asked their students to guess meanings of unfamiliar words heard in the listening text by using context clues. The remaining 8 (10%) students even disclosed that their teachers never provided them with a practice like this. The researcher also observed such an attempt only in 2 (12.5%) of the 12 observed listening sessions. One (1) of the teacher was helping his students guess meanings of unfamiliar words sometimes, while 2 did it rarely. Based on the students' response and the results of the classroom observation it is possible to say that guessing word meanings using context clues was neglected as a while-listening practice. This might be because the teachers think that they have already accomplished this task when they let the students take note of some 'key' lexical items in the text at the pre-listening stage. But there could be some other words the students did not know. It can, thus, be concluded that, like the pre- listening, the while-listening practices were not properly managed.

Concerning item 9, most of the students, 70(87.5%), agreed that their teachers always or usually asked them to accomplish such ‘listen and follow-up’ activities during the lessons. In the same way, the researcher observed the teachers engaging their students in ‘listen and follow-up’ while-listening activities in 9 (75%) of the observed listening sessions. As the data depicted, it seems plausible to conclude that Grade 10 English teachers provided 'listen and answer', and 'listen and follow-up' types of while listening activities to some extent in listening classes.

Responding item 10, most of the students confirmed (87.5%) that their teachers never used supportive materials like audio tape, video recorder, and flash cards in their listening classes. But, few of them 10(8%) said rarely. Moreover, during the classroom observation, the researcher saw no teacher was trying to provide the listening lesson with some audio tape, video recorder and flash cards.

From item 11, more than half of the students 63 (78.75%) expressed that their teachers never advised them to pay attention to take special note of sentence connectors, time and sequence indicators, repetitions and the speaker's use of stress and intonation, while the remaining 17 (18.75%) of the students said that they were engaged in such an activity sometimes or rarely. This suggests that teachers seem to be reluctant to remind their students to take special note of sentence connectors, time and sequence indicators, repetitions and the speaker's use of stress and intonation.

Generally, to conclude that similar to the pre listening stage, the while listening stage, was also dominated by the teacher's own experiences and traditional teaching practices drawn from their long years teaching experiences of the old English text books. Soon after reading the listening text loudly, the teacher themselves gave the answers; then the students made corrections by themselves, or sometimes checked each other's answers by themselves. No further discussions were carried out on the points need to be emphasized and possibly where students had difficulties. This again reflects the point that Grade 10 English teachers have been presenting conventional listening text lessons, instead of executing the communicative approach and procedures favored by the course designers. Furthermore, as the data indicated from Table 2 the teachers' techniques of teaching listening skills didn't take place. Because of, almost all of students' i.e. 77(96.25%) respondents said their teachers never told/ in never told/informed them what to focus on while listening activities and 70 (87.5%) teachers didn't provide the listening skill with some audio tape and flash cards.

4.3. Students responses concerning teachers' practices of teaching listening at post listening stages.

In the previous section, students' responses about pre listening practices and the while listening practice were analyzed. In this section, the students' responses about post listening practices will be analyzed.

Table 3: Students’ responses on their teachers’ teaching practices at post- listening stage.

No	Items	Response									
		Always		Usually		Sometimes		Rarely		Never	
		F	%	F	%	F	%	F	%	F	%
12	Teachers allow us to compare our answers in pairs/groups	-	-	-	-	-	-	34	42.5	46	57.5
13	Teachers let us express our answers	-	-	40	50	25	31.25	15	18.75	-	-
14	Teachers provide us with reasonable feedback /correction	26	32.5	30	37.5	13	16.25	11	13.75	-	-
15	Teachers relate the listening lesson to other skills.	-	-	-	-	-	-	12	15	68	85
16	Teachers ask us what the message of the text was about.	-	-	-	-	-	-	18	22.5	62	77

In response to item 12, students were asked whether their teachers allowed them to compare their answers in pairs or groups. Organizing students in pairs or groups and letting them do a task help in developing their speaking and listening skills. But, 34 (42.5%) and 46(57.5%) of students respectively stated that their teacher rarely and never let them compare their answers in pairs or groups. However, the practice helps to integrate language skills, ‘teachers neglected practicing this important aspect of language teaching and learning.

Concerning item 13, the students' response and the classroom observations seem to have nearly similar result. 40 and 25 students respectively indicated that their teachers let them explain their answers usually and sometimes while only 15 of the students stated their teacher rarely make them explain their answer and rushed to the other lessons. Moreover, all (100%) of them were observed doing so usually or sometimes. The teachers' make effort to let students' answers is encouraging. Thus, from the output of item 13, the teachers made their students explain their answers.

Regarding item 14, 56(70%) of the students explained that their teachers always or usually provided 'appropriate' feed-back on the listening activities. But the rest 24 (30%) students reported that they have given feed-back sometimes or rarely. On the other hand, during the classroom observation, the researcher saw only one teacher trying to find out the learners' problems and making further discussion by referring to the text in two of his sessions. In 12 (100%) of the observed listening sessions, the teachers were simply giving corrections answer in the form of 'right' answers to the comprehension questions. Though more than half of the students thought that 'appropriate' feed-back has been given always or usually, the observation data appeared to refute their responses. The researcher feels that the disparity occurred perhaps because the subjects have considered the practice of giving corrections as provision of 'appropriate' feed-back. Sheerin (1987) and Underwood (1989) informed that giving feed-back is more than giving corrections. It is a process in which the teacher to the salient points whether and to what extent the students have succeeded in the listening tasks. Giving positive feed-back for learners means ensuring that they experience success as often as possible.

Item 15, which is about to relate the listening lesson to other skills, some of the student's i.e. 12 (15%) responded rarely, and majority 68 (85%) of students responded that their teachers never integrate the listening skill with other skills. During the classroom observation, the researcher observed that only on the second observation time two teachers integrate listening skill with other skills, but on the first & third observation time didn't do so. Thus, extending the listening lessons to other related activities was not well practiced. This was because, teachers rushed to the next task after they finished reading the listening lessons. This shows that their teachers never related the listening lesson to other skills.

Concerning 16, which asks learners about what the message of the text was, students participants that i.e. 18 (22.5%) rarely and 62 (77.5%) said never their teachers asked them about

what the message of the text. On the other hand, during interview time, three (75%) of teacher participants replied they ask students about what the message of the text was, and 1 (25%) replied he sometimes ask learners about what the message of the text was. Therefore, as the data shows that the teachers never asked the students about what the message of the text was.

To wind up, similar to the pre and the while-listening stages, the post listening phase was dominated by the teacher's own experiences and traditional teaching practices drawn from their long years teaching experience. Soon after reading the listening text loudly, the teacher either asked the students to report their answers, or they themselves gave the answers. Then the students made corrections by themselves or sometimes check each other's answers by themselves. No further discussions were carried out on the points need to be emphasized and possibly where students had difficulties.

In addition to this, extending the listening lessons to other related activities was not well practiced. From Table 3 as the data indicated i.e.(85%) of the participants replied that the major challenges were teachers never related the listening lesson to other skills and (77%) teachers never asked the students about what the message of the text was .

4.4. Results of the Classroom Observation Checklist on practice of and challenges of listening skill.

Table 4: Data Presentation and Discussion of Classroom Observation

No	Observed Activities	Teacher's behaving						Total frequency				Total
		Ob1		Ob2		Ob3		Yes		No		
		Yes	No	Yes	No	Yes	No	No	%	No	%	
1	Practice the pre-, while and post listening tasks in the listening classroom.	0	4	1	3	1	3	2	16.66	10	83.33	12
2	Uses visual materials like pictures or graphs in the listening class	1	3	1	3	1	3	3	25	9	75	12
3	Make students guess meanings of new words while listening	0	4	1	3	1	3	2	16.66	10	83.33	12
4	Uses authentic materials in the listening classroom	-	4	-	4	-	4	0	0	12	100	12
5	Supervises whether learners use the target language when discussing in group or pair	1	3	3	1	1	3	5	41.67	7	58.33	12
6	Gives immediate feedback for learners activities	0	4	1	3	1	3	2	16.66	10	83.33	12
7	Let students express their answers	3	1	3	1	3	1	9	75	3	25	12
8	Guides learners to set listening goals and objectives	1	3	1	3	2	2	4	33.33	8	66.67	12
9	The listening activities extend the lesson to other skills	0	4	2	2	0	4	2	16.6	10	83.33	12

Key: Ob1=first classroom observation, Ob2= second classroom observation, Ob3= third classroom observation.

From the observation checklist above, teachers were observed while they were practicing different activities in the listening classroom. Based on the observed activities:

Item 1, about practicing the pre-, while and post listening tasks, out of 12 observations only 2 (i. e. 16.66%) observations were observed doing the activities. But from out of 12 observations 10 (83.33%) observations were seen that the teachers' didn't do the activities. This implies that, teacher's method of teaching listening skill procedure didn't match with the designed procedure for teaching listening skill.

For Item 2, from 12 observations only 3(25%) were observed, practicing the activities, while the other 9 (75%) observation showed that the teachers' never used visual materials like pictures or graphs in the listening class; instead they focused only on text book.

Regarding Item 3, Making students guess meanings of new words while listening, this activity showed that out of 12 observations only 2 (16.66%) of the teachers were observed helping his students guess meanings of unfamiliar words, while majority of observations i. e. 10 (83.33%). teacher's didn't do the activities. It is possible to say that guessing word meanings using context clues was neglected as a while-listening practice. This might be because the teachers thought that they had already accomplished this task when they let the students take note of some 'key' lexical items in the text at the pre-listening stage. But there could be some other words the students did not know. This can be concluded that, like the pre- listening, the while-listening practices were not properly managed.

Concerning Item 4, from the observation, using the authentic materials in the listening classroom, the data indicated that no teachers used authentic materials during teaching listening skill in classroom; this is to mean that none of the teachers used authentic materials and checked the input of the listening activities. This implies that teachers relied only on text book.

From item 5, the observation session revealed teachers were rarely seen supervising their students to check whether the learners use English language during group discussion. Majority of the teachers were not seen doing so. Due to this, teachers practice play important role during group discussion to lead the learners to the target language. Knight (2000) also states that listening activities should aid learners by focusing their attention on the topic, activating any knowledge they have about the topic. Learners should be assisted by dealing with discussing the topic or type of conversation with the learners, giving learners information about the context,

for example, who is talking, where they are listening, making sure they understand why they are doing the activity, for example, to introduce new language, they have about the topic, and making it clear to the learners what they have to do while they listen, and so on.

Concerning Item 6, i.e. Giving immediate feedback, according to Sheerin (1987) and Underwood (1989) informed that giving feedback is more than giving corrections. This means that giving feedback was very essential for students learning teaching process. As the researchers observed while giving feedback during classroom observation; the feedbacks were practiced by few i.e. (16.66%) teachers and most (83.33%) of them didn't do so.

Regarding Item 7, the researcher observed that 3 of the four teachers were practicing letting the students express their answers which means the activity was usually practiced.

For Item 8, which is telling students to set listening goals and objectives, there were two of the four teachers were seen doing the activity practically, but other teachers were not observed while checking their students really practice the listening skills based up on the goals and objectives they had set. Morley (1991) however, states that to make students successful listeners, the teacher should encourage his/ her students to set productive listening goals and objectives and they need to check whether the learners follow the listening objectives they had set.

Regarding Item 9, as the data suggested, the researcher observed that teachers were practicing teaching listening combining with other skills like reading, writing and speaking skills. Rost (2001) also claimed one of the elements of effective teaching listening is interacting listening with other language learning purposes.

In general speaking, from classroom observation the researcher concluded that like that pre and the while-listening stages; the post listening phase was dominated by the teacher's traditional teaching practices drawn from their long years teaching experiences. Soon after reading the listening text loudly, the teachers either asked the students to report their answers, or they themselves gave the answers. Then the students made corrections by themselves, or sometimes checked each other's answers by themselves. The results of the observation about the use of instructional materials indicated that all the teachers were seen to utilize only the student's text book in the language classrooms and didn't make use of other supportive materials like audio

visuals, magazines, newspaper, pictures, maps, charts, and other duplicated materials even to initiate them.

Besides to this, from Table 4, item 1, as the data indicate that (83.33) no teachers' practice and flow the procedures of pre-, while, and post listening tasks. Furthermore, from Table 4 item 4, also, as the data (100%) indicate that no teachers used authentic materials during teaching listening skill. This implies that still the teachers were in tune with practicing teacher led (traditional) views of classroom activities and neglected the communicative competences. Therefore, this is one of the challenges that students encountered during practicing listening skills. In addition to this, teachers did not provide students with some audio tape and video recorder, unavailability of video records were challenges in teaching listening skills. As pointed by Sheerin (1987) and Holmes (2001) this is a conventional listening comprehension lesson. It simply adds another text to the learners experience but contributes little to improve the effectiveness of their listening.

4.5. Discussion and Results of Teachers Interviews

Question number 1, 4, 5, & 6 were discussed under questionnaires of students in detail while questions 2,3,7,8 & 9 were discussed as follows:

Regarding question 2, among the four teachers only one (T4) i.e. (25%) of the teachers replied that he used the procedures proposed in the text as a way of teaching listening skill. For instance, the procedures were: **In pre listening** teacher made his students to listen and to discuss on the topic, Teachers to tell the students to find out the purpose of their listening, students asked to read through the questions in the students' book before they hear the text, telling and asking what the students know about the topic and to teach some vocabulary words in context that were drawn from the listening text.

In while-listening: the teacher reading out the whole text at normal speed while the students were writing down their answers, then the text may be read out a third time, while the students' simply to listen, to do the activities, & to check their performance.

In post listening: the students were to check their work, to discuss, & to report their performance.

Finally, the teacher discussed the answer with the class, gave the feedback and extended activities. But, 3(75%) didn't follow the procedures. For example, T3 and T1 said that they made to discuss on the topic, activities connected with pre-, while, and post listening activities. T2 didn't mention the procedures. This implies that, therefore, teachers' method of teaching listening skills didn't match with the designed procedure for teaching the skill.

Concerning question 3, all (100%) of teachers reported that the **major challenges** of listening skill in class were: for example (T1) said that "the students didn't have text book, lack of interest, lack of motivation, and lack of background experience; (T2) also added that "the students don't understand the text, and catch the speed of the speaker". In addition to this, (T3) replied that "the inability of the students towards listening, TV/ Radio problems", and finally (T4) explained that "due to large number of students in the classroom checking is challenging, reluctance to do all the activities from the side of students, and Because of texts for listening are at the end of pages of text book of students. So that, the students can easily copy the answers".

Regarding question 7 correcting students when committing errors, the respondents said that by telling students the way how they correct their error, advising them, by giving positive comment finally, and allowing peer correction and giving them as a general rather than specific.

Concerning question 8, evaluating students' listening progress, some of the teachers explained that by giving them different listening activities and by observing their progress, then giving them feedback, by giving questions that help them the ability of listening skill and by using repetition method, and by asking some related questions, sometimes by using changing their performance as well as by giving extended activities.

Regarding question 9, to improve ways of teaching listening skill, the four teachers suggested that teacher must teach listening skill always & motivate students, avoiding listening difficulties, minimizing number of students in the classroom, fulfill the materials which is necessary for helping students listening skill, listening text should be in a separate paper, familiar topics should be chosen for listening, texts for listening have to be short enough, and level of language or new words should be considered.

In general, the findings from the interview demonstrated that the teachers were not well aware of different teaching listening skill techniques, teachers' method of teaching listening skills were didn't match with the designed procedure for teaching the skill and the main challenges of listening skills were found. This study has arrived at the result that some of the respondents from regarding teachers teaching listening skill techniques didn't take place. Because, almost all of the students' i.e.77(96.25%) respondents said their teachers never told/informed them what to focus on while listening activities and 87.5% of the teachers never provided the listening skill with some audio tape and flash cards. In addition to this, the suggestions that were given by the teachers were most students had no attentions, their background were bad to listening. Some others need teachers' support, because of not having motivation and interest to listening skills. Similar to the above ideas (the result of questionnaires), results obtained from the teachers' interview convey similar views.

Therefore, the responses for the interview generally indicate that EFL teachers, in the entire contexts, have a number of problems to teach listening skills although they were aware of and willing to practice. The participants complained that the students don't have text book, lack of interest, lack of motivation, and students lack of background experience from their prior, the students' lack of understanding the text, and didn't catch the speed of the speaker, the inability of the students towards listening skills, TV/Radio problems, due to large number of students in the classroom checking is challenging, reluctance to do all the activities from the side of students, because of texts for listening are at the end of pages of text book of students the students can easily copies the answers, and supportive materials like audiovisuals like audiovisuals like tape recorder, and video recorder were the main challenges to put teaching listening skills into effect.

Moreover, they pointed out that larger class size, students' low motivation and unequal ability to take part in listening activity, noise, lack of supplementary materials (e.g. audio visuals), were those which hinder them from practicing the teaching of listening skills.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, summary of the study and the findings of the data analyses that had been made under simple quantitative and qualitative analyses were summarized. Based on the findings, conclusions were drawn, addressing the intended objectives. In the end, recommendations and areas for future studies were forwarded.

5.1. Summary

The main purpose of this study was to investigate the practices and challenges of teaching listening skill of grade 10 Robe Didea High School, with emphasis on identifying what techniques do teachers employed in teaching listening skill, teachers' teaching methods match with the designed procedures proposed for teaching the listening lessons and what are the major challenges in teaching listening skills in grade ten at Robe Didea High School.

To gather the required data for the main study, questionnaires, observations and interviews were utilized. The questionnaires were used to investigate the practice and challenges of listening skill. Accordingly, data were gathered from 80 systematically selected students through questionnaire, and 4 teachers through interview and 4 teachers for observation.

In order to summarize the findings of the simple quantitative and qualitative data analyses, basic research questions are addressed. Hence, the findings of the data analyses are condensed under each research question as follows:

In response to the Research Question 1, what techniques do English language teachers employed in teaching listening skills?

The objective of this research question was to investigate what techniques of teachers employed in teaching listening skills grade 10 students of Didea High School. The techniques of teachers employed in teaching listening skills were not practiced. The pre-listening, while-listening and the post-listening phases were dominated by the teacher's own experiences and traditional teaching practices drawn from their long years teaching experiences of the old English textbooks. Soon after reading the listening text loudly, the teachers themselves gave the answers. Then, the students made corrections by

themselves, or sometimes check each other's answers by themselves. No further discussions were carried out on the points need to be emphasized and possibly where students had difficulties. Moreover, the responses of students and teacher's interview were almost one and the same concerning the techniques of teachers employed in teaching listening as set in Table 1 and Table 2 teachers' techniques of teaching LS didn't take place. Because from questionnaires respondents almost all of students' i.e. 77(96.25%) said their teacher never told/informed them what to focus on while listening activities and 87.5% teachers never provided the listening skill with some audio tape and flash cards. Then, interview was also conducted, the four (100%) teachers answered that techniques of teaching listening skills were: knowing the topic deeply, making students to listen while he was reading again and again, then asking some questions, reminding the students to take special note of key words, the teacher should study the listening activities were provided in teachers book and introducing the activity & providing explanation as necessary. And finally, from classroom observation, Table 4, Item 1, the data indicated that most teachers i.e. (66.67%) didn't well practice the pre-, while, and post listening tasks in listening classroom; while some of the teachers (33.3%) were practice it well. Again, Table 4, Item 4, as the data indicate that no (100%) teachers used authentic materials during teaching listening skill in class room. This indicate that, all teachers were seen to utilize only the students text book in language classrooms and didn't make use of other supportive materials like: audio-visuals magazines, newspaper, pictures, maps, charts, and other duplicated materials even to initiate them. However, teaching of listening can be done with various techniques, such as the use of a tape recorder, answering questions according to the text, rewriting songs, listening to television by watching video movie clips or CD-ROM, and listening to the radio & using dictation, etc. (Hidayah nor ,2009). Moreover there were also, six techniques of teaching listening skill were: Information Transfer, Paraphrasing and Translating, Answering questions, Summarizing, Filling in Blanks, Answering to show comprehension of messages. (Hidayah nor, 2009). From this researcher was concluded that teachers techniques of teaching listening skill weren't took place. Furthermore, the techniques of teachers employed in teaching listening skill didn't properly manage.

In response to the Research Question 2: Do teachers' teaching methods match with the designed procedures proposed for teaching the listening lessons?

The objective of this research question was to investigate teachers' teaching methods match with the designed procedures proposed for teaching the listening lessons. The result given, do teachers' teaching methods match with the designed procedures proposed for teaching the listening lessons is various. From interview of teachers (Q₂), concerning this item, many of the teachers use the prepared course book and treated only some of the listening lesson. As the listening texts are found in the teacher's guide, it is mandatory having it. However, the teachers' teaching methods of teaching listening didn't match with the designed procedures because from the teachers only one teacher (25%) practice the pre-, while, and post listening appropriately, but three (75%) of teachers didn't do, and from observation Item 1, as data indicated (83.33%) never practiced matching with the designed procedure for teaching listening skills. To this ended, as students were not: Given appropriate feedback, encouraged to discuss their answer in pair or group and teachers were only focus on loud reading of the text, Supported by audio visual materials. Supported by audio-recorded materials, given correction when committed error. The result of this study, therefore, further revealed the following factors that had impeded the practices of teaching listening were identified appeared to be: dominating use of teacher fronted approach, having inadequate time for doing tasks, large class size, and lack of audio-visual materials.

In the end, in response to the Research Question 3: What are the major challenges in teaching listening skills in grade ten at Robe Didea High School?

The results of the study were summarized as follows: As indicated responses to Table 3 from the data i.e.(85%) of the participant replied that the major challenges were teachers never relate the listening lesson to other skill and (77%) of teacher never ask the students about what the message of the text was about. And from teachers' interview question No 3, regarding the major challenges in teaching listening skill were: students didn't have text book, students' lack of interest, students' lack of motivation, and students' lack of background experience from their prior, the students didn't understand the text, and caught the speed of the speaker, the inability of the students towards listening, TV/Radio have problems, due to large number of students in the classroom checking is challenging, reluctance to do all the activities from the side of students, and because of texts for listening is at the end of pages of text book of students; the students can easily copies the answers.

5.2 .Conclusion

After the data was analyzed in frequencies and percentages, the following conclusions were made based on the above findings:

After reviewing the literature and analyzing the collected responses from different sources (students and teachers) using different methods like: questionnaire, observation and interview, as possible set of conclusions have been arrived at.

Accordingly, among the six pre-listening practices that Grade 10 teachers were expected to carry out, they were found attempting to practice only one: drawing the student's attention to some 'key' lexical items used in the text.

Beside to this, from Table 2, as the indicated those teachers never use visual supports to minimize listening difficulty and never let the students to discuss on the topic of listening lesson in pairs/groups before listening to the text. Therefore, it is possible to conclude that there seems to be a gap between is what is suggested in the Teacher's Book, as well as in the literature and what teachers actually practice in their listening classes.

In the while-listening stage, all teachers were involved in reading the text aloud. But all the teachers didn't let students do the exercises and guess meanings of new words while listening to the text. As to the post listening activities, except letting students express their answers, the majority of the teachers practiced them sometimes or not at all.

In other cases, the teachers rarely /never introduced the listening text and activities, set purpose for each activity and made the instruction clear to their students. The analysis of the students' responses proved that the practices were employed rarely or never. In the same way, the while listening lesson presentation was dominated by traditional practices. It is possible to conclude that teachers were making the students focus on the content rather than practicing the intended listening skills such as listening for gist, listening for main points, word guessing, and reflecting back what they listen.

The findings from the interview demonstrated that the teachers were not well aware of different listening skill techniques and the main challenges of listening skills were founded, results of the questionnaires obtained from the students showed that the major challenges were teachers never relate the listening lesson to other skills and never ask students about what the

message of the text was. Similar to the above ideas (the results of the questionnaires), results obtained from the teachers' interview convey similar views. Therefore, the responses for the interview generally indicate that EFL teachers, in the entire contexts, have a number of problems to teach listening skills although they were aware of and willing to practice. The participants complained also the major challenges of LS were: the students don't have text book, lack of interest, lack of motivation, and lack of background experience from their prior, the students' lack of understanding the text, and didn't catch the speed of the speaker, the ability of the students towards listening skills, TV/Radio problems, due to large number of students in the classroom checking is challenging, reluctance to do all the activities from the side of students, because of texts for listening are at the end of pages of text book of the students can easily copies the answers, and inadequate access supportive materials like audio-visuals tape recorder, video recorder and language improvement center were the main challenges to put teaching listening skills into effect.

In general, from the whole analysis of the collected data it is possible to concluded that Grade 10 English teachers didn't use different techniques of teaching listening skills which can be done with various techniques, such as: the use of a tape recorder, answering questions according to the text, rewriting songs, listening to television by watching video movie clips or CD-ROM, and listening to the radio & using dictation, etc. As a result, the teachers techniques of teaching listening skills weren't took place. Furthermore, the techniques of teachers employed in teaching listening skills didn't properly manage.

5. 3 Recommendations

Based on the above conclusions the researcher would like to forward the following recommendations: First of all teachers should make their own personal efforts to upgrade themselves with recent language teaching theories and practices by reading in the area and sharing experiences among themselves. They should engage themselves in action research in order to find out the possible ways of executing the prescribed teaching techniques of teaching listening skills.

- Teachers should overcome the challenges of teaching listening skill when encountered their students and are responsible to prepare listening materials and check the input of the content of the listening text to address the students' interest of listening abilities and extended activities.

- The Universities and colleges should give short term training for teachers in order to get awareness about the role of listening skill in teaching other language skills.
- In addition, the school libraries should be equipped with alternative teaching materials and current reference books on language teaching methodology.
- Finally, listening lessons would be interesting and motivating when listeners are exposed to diverse input sources rather than always listening to the teacher's loud reading. Thus, the course designers and the course book writers should produce at least audio-recordings as a course package and provide the school teachers. This can minimize teacher's problems to improvise the listening texts.

REFERENCES

- Abidin.(2013). English Listening Comprehension Problems of Students from China Learning English in Malaysia. In *Language in India*, Vol. 13 (4): 367-404.
- Anderson, A. and T. Lynch. (1988). *Listing*. Oxford: Oxford University press.
- Ahuja, P and Ahuja, G.C. (1990). *How to Listen Better: A Hand Book for Improving your Listening Skills* New Delhi: Sterling Publishers Private Limited.
- Atkins, J., HailomBanteyerga and Nuru Mohammed.(1995)& (1996). *Skill Development Methodology Part I*. Addis Ababa: Addis Ababa University.
- Berhanu Bogale. (1993). *Listeners Strategies in Collaborative Discourse of AAU 4th Students*. Unpublished M.A. Thesis. Addis Ababa: Addis Ababa University.
- Boyd, F. 2005. *Critical listening, American language program*. New York: Columbia University.
- Brumfit, C., Moon,J. and Tongue, R.(1996). *Teaching English to Children*.England: Earling College
- Brown, H.D. (1995). *Teaching by principles: An interactive approach to language pedagogy*. New York: Prentice-Hall Regents.
- Brownwell, J. 1994.*Teaching listening: some thoughts on behavioral approaches*. *The Bulletin*, 57(4):19-24
- Bouchareb, N. (2010). *The Role of Foreign Language learners' Self-Esteem in Enhancing Their oral Performance*. Constantine: Constantine University.
- Buck, G. (1995). *How to become a good listening teacher* (3rd ed.), Dominie press: San Diego.
- Chen, S. W. (2002). *Problems in listening comprehension for learners of EFL*.*Studies inEnglish Language and Literature*, 10, 57-70
- Cook, V. (2001). *Second Language Learning and Language Teaching*.New York: Oxford University Press.
- Cunning worth, A. (1995).*Choosing your Course book*. Great Britain: Heinemann.
- C.R.Kothari (1990).*Research Methodology, Methods and techniques*.
- C. R. Kothari (2004).*Former principal, college of Commerce University of Rajasthan, Jaipur (India)*.
- Daniel Tiruneh. (2007). *An Assessment of the practice of Teaching Listening skills with Reference to Kotobe College of Teacher Education: Language Students in Focus*. Unpublished M.A. thesis. Addis Ababa: Addis Ababa University.

- Ehrman, M. E., & Herzog, M. (1984). A theoretical basis for teaching the receptive skills. *Foreign Language Annals*, 17(4), 261-275.
- Ellis, R. (2000). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Edaso Mulu .(2016), *Lecturers' and Students' Perceptions of the Effectiveness of Teaching Listening Skills to: English Foreign Language students at three Ethiopian universities*. Published Dissertation. University of South Africa.
- Field, J. (2002). The changing face of listening. In J. Richards & W.A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 243-247). Cambridge: Cambridge University Press.
- Feyten, C. M. (1991). The Power of Listening Ability: An Overlooked Dimension in Language Acquisition. *The Modern Language Journal* 75:173-80.
- Flowerdew, J., & Miller, L. (2005). *Second language listening: Theory and practice*. Cambridge University Press .
- Galvin, K & Cooper, PJ. 1999. *Basics of speech: Learning to be a competent communicator*. (3rd ed.). Illinois: National Text Book Company
- Gilakjani, A.P. and Ahmadi, M.R. (2011). A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement. *Journal of Language Teaching and Research*. Vol.2, No. 5, pp: 977-988.
- Guo, N & Wills, R. 2005. An investigation of factors influencing English listening comprehension and possible measures for improvement. Available at: www.aare.edu.au/05pap/guo05088.pdf (accessed 20 October 2015).
- Goh, T. 1998. How learners with different listening abilities use comprehension strategies and tactics. *Language Teaching Research*, 2(2):124-147.
- Hamouda, A. (2013). An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. *International Journal of Academic Research in Progressive Education and Development*. 2(2), 113-155.
- Hasan, A. (2000). Learners' Perceptions of Listening Comprehension Problems. *Language, Culture and Curriculum*. Vol. 13, pp: 137-153.

- HaregeweinFantahun. (2003). An Investigation of Classroom Listening Comprehension. Teaching Practices in Relation to New English course Books. M.A. Thesis. Addis Ababa: Addis Ababa University.
- Harmer, J. (1991). The Practice of English Language Teaching. (3rd.ed.) Essex: Longman.
- Harmer, J. (1990). The Practice of English Language Teaching. London: Longman.
- Harmer, J. (2001). The Practice of English Language Teaching. (3rdEd.) Essex: Longman, (2003). How To Teach English: An Introduction to the Practice of English Language Teaching. London: Longman.
- Harmer, J. 2007. The practice of English language teaching. (5th ed.). Essex: Longman.
- Hedge, T. 2000. Teaching and learning in the language classroom. Oxford: Oxford University Pres.
- Hichem, B. (2013). An Investigation on Listening Challenges facing EFL Learners.. MA Thesis .Mohamed Khider University of BISKRA: Algeria.
- Holmes, N. (2003). The Role of The Teacher and the Learners in the Development of Strategies and Sub Skills to Facilitate and Enhance listening Skills Comprehension. Developing Teachers Comp. (A:/Nicola~1).
- Imhof, M. 1998. What makes a good listener? Listening behavior in instructional settings. International Journal of Listening, 12:81-105.
- Imhof, M. 2008. What have you listen to in school today? The International Journal of Listening, 22(1):82 -94.
- Kothari, CR. 2004. Research methodology: Methods and techniques. (2nd ed.). New Delhi: New Age International Publisher.
- Krashen, S & Terrel, T. 1983. The natural approach: Language acquisition in the classroom. Hayword, CA: Alemany Press.
- Krashen, S.D. (1985) The Input Hypothesis: Issues and Implications. Harlow: Longman
- Lindsay, C. and Knight, P. (2006). Learning and Teaching English. A Course for Teachers.

- Oxford: Oxford University Press.
- Littlewood, W. (1981). *Communicative Language Teaching: An Introduction*. Cambridge: Cambridge University Press.
- Ma, T. 2010. Communicative listening training in English-features, strategies and methods. *Journal of Language Teaching and Research*. 1(4):464-472
- Mendelsohn, D.(1995).Applying learning strategies the second/foreign language listening Comprehension lesson. In D.JMendelsohn&J.Rubin124 (Eds.), *A guide for the of second listening*(pp.132-150).San Diego: Dominie.
- Mee, M.Y (2001). Teaching Listening: An Overview. *The English Teacher*.Vol. 19, pp. 65-72.
- MikiyasLegesse(2015)An Assesment of the Practice of Teaching Listening in EFL Private Classroom: focus on grade ten.
- McDonough, S.(1981). *Psychology and Foreign Language Teaching*. London: Allen &Unwin.
- Ministry of Education.(2003 E.C.).*English for Ethiopia, Grade 10, Student's Book*. Addis Ababa: Federal Democratic Republic of Ethiopia.
- Ministry of Education. (2003E.C.) *English for Ethiopia, Grade 10, and Teacher's Book*. Addis Ababa: Federal Democratic Republic of Ethiopia.
- Morley, J. (1991). Listening Comprehension in Second/ Foreign Language Instruction. In M. Celce Murcia (ed).*Teaching English as a Second or Foreign Language* (2nd Ed.) Boston: HeinleandHeinle Publishers.
- Moges, A. 2003.*The Study of Listening Strategy Training and Achievement*. Unpublished MA thesis. Addis Ababa: Addis Ababa University .
- MulukenAbera ,(2008). *The Practice Of Teaching Listening Skill at Gonder Primary school*. Unpublised M .A .Thesis. Addis Ababa: Addis Ababa Uninversity.
- Nadig, L.A. (1999).*Tips on Effective Listening*. Retrieved on September, 27 2009 from [http://www .drnadig.com/listening.htm](http://www.drnadig.com/listening.htm).
- Nadig, L. (2006). *Tips of Effective Listening*.<http://www.drading.com/selecting.htm>
- Nunan, D. (1989). *Designing Tasks for Communicative Class*. Cambridge: Cambridge University Press.
- Richards, J.C.(1985). *The context of Language Teaching*.Cambridge: Cambridge University Press.
- Rixon, S. (1986).*Developing Listening Skills*. London: MacMillan Publishers Ltd.
- Rost, M. (1990).*Listening in Language Learning*.Cambridge:Cambridge University Press.

- Rost, M. and Rost, S. (1991). Learner use strategies in interaction: Typology and teach ability - language learning, 41, 235-273.
- Rost, M. (1994) Listening. London: Longman.
- Rost, M. 2001. Areas of research that influence L2 listening instruction. In: Uso-Juan, E & Martine Flor, A. (Eds). Current trends in the development and teaching of the language skills. Berlin: Mouton de Gruyter. 47-74.
- Saricoban, A. (1999). The Teaching of Listening. The Internet TESL Journal .Vol V, No 12.
- Seime Kebede. (1989). An Investigation of the Listening Abilities of Bahir Dar Teachers' College Students. Unpublished M.A. Thesis. Addis Ababa: Addis Ababa University.
- Seliger, H. and Shahomy, E. (1989). Second Language Research Methods. Oxford: Oxford University Press.
- Tewolde G/Yohannes. (1988). A Comparison of the Listening Abilities of Junior Secondary Students with the Listening level Required of The in Their Subject Areas. Unpublished M.A. Thesis. Addis Ababa: Addis Ababa University.
- Tompkins, PS. 2009. Rhetorical listening and moral sensitivity. International Journal of Listening, 23(1):60-79.
- Turner, K. (1995). Listening in a Foreign Language Skill: We Take For granted? Great Britain: Oakdale Printing Co Ltd.
- Underwood. (1989). Teaching Listening. London: Longman.
- Ur, P. (1984). Teaching Listening Comprehension. Cambridge: Cambridge University Press.
- Ur, P. (1984) Teaching Listening Comprehension. Cambridge: Cambridge University Press.
- Vandergrift, L. (1997). The Comprehension Strategies of Second Language (French) Listeners. A Descriptive Study. Foreign Language Annuals, 30(3), 387-409.
<http://dx.doi.org/10.1111/j.1944-9720.1997.tb02362.x>
- Vandergrift, L. (1999). Facilitating Second Language Listening Comprehension: Acquiring Successful Strategies. ELT Journal, Vol. 53/3:168-75.
- Vandergrift, L. 2003. From prediction through reflection: Guiding students through the process of L2 listening. Canadian Modern Language Review, 59(3):425- 40.
- Vandergrift, L. 2007. Recent developments in second and foreign language listening comprehension research. Language Teaching, 40(3):191-210.
- Verderber, RF, Verderber, KS, & Sellnow, DD. 2009. Fundamentals of communication. New York, NY: Wadsworth Publishin .

- Watson KW, Barker LL & Weaver JB III. 1995. The listening styles profile (LS 16): development and validation of an instrument to assess four listening styles. *International Journal of Listening*, 9(1):1-13
- White, G. (1998). *Listening*. Cambridge: Cambridge University Press.
- Winn, D. 1988. Develop listening skills as part of the curriculum. *The Reading Teacher*, (421):144_156.
- Wipf, J. (1984). Strategies for Teaching Second Language Listening Comprehension. *Foreign Annals* 17:345-48.
- Wolvin, AD & Coakley CG. 1994. Listening competency. *International Listening Association Journal*, 8(1):148-160.
- Wolvin, Andrew D. (2009). *Listening, Understanding, and Misunderstanding. A Reference Handbook*. Ed. Thousnad Oaks, CA: SAGE. 137-47.
- Wolvin, A. D. (2010). *Listening and Human Communication in the 21st Century*. UK Blackwell Publishing
- Xiaoxian, G & Yan, J. 2010. Interactive listening: Construct definition and operational in tests of English as a foreign language. *Chinese Journal of Applied Linguistics*, 33(6):16-39
- Yagang, F. (1993). *Listening: Problems and Solutions*. In Thomas Kral (ed.). *Teacher Development: Making the Right More*. Washington, D.C. English Language Programmes Division Unite Information Agency.
- Yalimz, H. and Yauvuz, F. (2015). The Problems Young Learners Encounter During Listening Skills. *Procedia - Social and Behavioral Sciences*. Vol.197 pp:2046-2050.

APPENDIX A
MADDA WALABU UNIVERSITY
POST-GRADUATE PROGRAM
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Questionnairesfor Students

Dear Students,

At present, I am doing on an investigation of the actual classroom listening skill practices and challenges in Grade 10. The following questionnaires were designed to collect relevant data for the study. Thus, your responses will have much contribution to the success of the intended research.

You are therefore kindly requested to read each item carefully and give your genuine responses. Concerning the information you give me, I would like to assure you that all would be kept confidential and used only for the research purpose. You are not required to write your name.

Thank you.

Direction I: Students responses on their teacher teaching practices

Please show whether your teacher carries out these practices when they present the listening lessons by putting a tick /✓/ in one of the boxes against each statement.

Key: - Never =0; Rarely = 1; Sometimes = 2; Usually = 3; Always = 4

No	Practices	Rating Scale				
		0	1	2	3	4
1	Teachers let us discuss on the topic of the listening lesson in pairs/groups before listening to the text					
2	Teachers inform us to read the exercises before listening to the text					
3	Teachers explain key terms in the listening text before listening					
4	Teachers use visual supports to minimize listening difficulty					
5	Teachers tell us the purpose of each listening exercise					
6	Teachers inform us what to focus on while listening					
7	Teachers make the instructions of the listening exercises clear					
8	Teachers make us guess meanings of new words while listening					
9	Teachers allow us to compare our answers in pairs/groups					
10	Teachers let us express our answers					
11	Teachers provide us with reasonable feedback /correction					
12	Teachers relate the listening lesson to other skills.					
13	Teachers engage us in some listen and follow-up activities, such as completing tables, diagrams, and summary outlines.					
14	Teachers provide the listening skill with some audio tape and flash cards.					
15	Teachers ask us about what the message of the text is.					
16	Teachers remind us to take special note of sentence connectors, time and sequence indicators, repetitions and speaker's use of stress and intonation, etc.					

Source: slightly adapted from Muluken (2008).

APPENDIX B

YUUNIVARSITII MADDAA WALABUU

KOOLLEEJII SAAYINSII HAWAASAA FI AFAANII

MUUMMEE AFAAN INGILIFFAA

Barumsa Digrii 2ffaaKutaa Qo’annoo Afaanii

Gaaffannoo Barattootaf

Jaalatamoo Barattoota kutaa 1offaa Mana Barumsa DIDA’AA sad 2ffaatif,

Kaayyoon qu’nnoo kanaa qorannoo rakkoolee fi rawwii sirna barsiisuu dhaggeefachuu afaanii k eesatti mul’atan irratti qo’annaa waan gaggeessen rakkoolee galatoofadha. Oddefanoon isiin ke nnitan hundi icciitidhan kan eegamuufi hojii kanaan alaaf kan hin fayyadamne tahuu nan ibsa.

Yaadachiisa

-Maqaa kee hinbarreesin

Yeroo keessan kennitanii waan oddefannoo naaf kennitaniif guddesseen isin galatoofadha. Isi nis kana beekudhan gaafilee dhiyaataniif lakkofsota

sadarkeessitu 1-5 armaan gaditti barra’annirratti hundaa’uudhan mallattoo“(✓)” sanduuqa kees saa kaa’uudhan akka naaf guuttan kabaja waliin isin gaafadha

Hub:4-yeroo hundaa ,3-yeroo baay’ee ,2-yeroo tokkotokko ,1-turee turee , 0-tasumaa hingodhu.

Lak .	Rawwilee golatti calaqisan	Sadarkeessuu				
		0	1	2	3	4
1	Barsiisan barreeffama dhaggeefachuun dura gareedhan teenyee qabiyyeedhaggeefachurratti akkamaria'anu nu taasisa.					
2	Barsiisan barrefama dhaggeefachuutin dura gilgaalota akka dubbisnu nu hubachiisa.					
3	Barsiisan yaadota ijoo ta'an barreeffama dhaggeefachuutin dura nu ibsaa.					
4	Barsiisan ulfaatina dhaggeefachuu hir'isuudhaf wantootasirnaan mul'isuu danda'anitti ni fayyadama.					
5	Barsiisan kayyoo gilgaalota dhaggeefachuu tokko tokkoon nutti himaa.					
6	Barsiisan battala barreeffama dhaggeeffaanutti, maalirratti xiyyeefachuu akka qabanu nutty himaa.					
7	Barsiisan ajajoota gilgaalota barrefama dhaggeefachuutif qophaa'ee nuufifataasisaa.					
8	Barsiisan nutti yeroo dhaggeefanu hiika jechoota haarawaa akka tilmaamnuu nu taasisaa.					
9	Barsiisan deebii keenyaa gareen teenyee akka wal madaalchisanu godha.					
10	Barsiisan nutti erga dhaggeefannee booda deebii keenya akka ibsanuu nu taasisaa.					
11	Barsiisan duub-deebii sababawaan ykn sirreeffama qabatamaa nuuf dhiheesa.					
12	Barsiisan qabbiyyee dhaggeefachuu dandeettiwwan afaanii biro wajjiin Walitti dhihessaa.					
13	Barsiisan dhageefachuu fi raawilee itti aanaan biro kan akka gabatee guutuu fi cuunfaadubbisaa akka baasnuu keessattii nu galchaa.					
14	Barsiisan barrefama dhaggeefachuu sagalee warabame fi barreeffama Salphatti hubataman waliin nuuf dhihessa.					
15	Barsiisan ergaan dubbisichaa maal akka ta'e akka tilmaamnu nu gaffataa.					
16	Barsiisan wal-qabsiistuuwwan himootaa ijoo, tartiibesituuuwwan fi i iddoo Sagaleewwan dubataanitti jabeefaman akka qabanu nu yaadachiisaa.					

APPENDIX C
MADDA WALABU UNIVERSITY
POST-GRADUATE PROGRAM

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Observation Checklist

This checklist was intended to investigate Grade 10 classroom practices and challenges of teaching listening skills. The practices would be recorded in the category of Yes/No, as they happen in the classroom. Each teacher observed three times.

Date_____ Date _____ Date_____ Date_____

Time_____Time _____ Time_____ Time_____

Topic_____ Topic _____ Topic_____ Topic_____

No	Observed Activities	Teacher’s behaving						Total frequency				Total
		Ob1		Ob2		Ob3		Yes		No		
		Yes	No	Yes	No	Yes	No	No	%	No	%	
1	Practice the pre-, while and post listening tasks in the listening classroom.											
2	Uses visual materials like pictures or graphs in the listening class											

3	Make students guess meanings of new words while listening											
4	Uses authentic materials in the listening classroom											
5	Supervises whether learners use the target language when discussing in group or pair											
6	Gives immediate feedback for learners activities											
7	Let students express their answers											
8	Guides learners to set listening goals and objectives											
9	The listening activities extend the lesson to other skills											

Key: Ob1=first round classroom observation, Ob2= second round classroom observation, Ob3= third round classroom observation.

Source: Slightly Adapted from Teshome Negese (2017)

APPENDIX D

MADDA WALABU UNIVERSITY

POST-GRADUATE PROGRAM

DEPARTMENT OF ENGLISH LANGUAGES AND LITERATURE

INTERVIEW QUESTIONS FOR TEACHERS

Dear Teachers,

The purpose of this interview is to study grade 10 students' the practices and challenges of teaching Listening skills. So you are kindly requested to respond accurately and honestly. Your personal ideas and feelings will be kept secret as you do not need to write your names.

Thanks a lot for your help.

PART .1, GENERAL INFORMATION

1. Your a) age: _____ years b) sex: _____ ("M" or "F") c) nationality _____
2. Field of specialization _____
3. Your academic qualification (Diploma, B.A., etc) _____
4. Your teaching experience _____ years
5. Name of your current school _____
6. Number of periods per week allotted for English _____

Part-2 Please, could you tell me information about the practices and challenges of teaching Listening skills on I study

1, Do you make the **instructions of the listening exercises clear** before you teach listening skills?

2. Do you use the **procedures** proposed in the text as a **ways of teaching listening skills**?

List some of them,

3. What are the **major challenges** in teaching listening skills?

4. How do you **integrate** the listening lesson to **other skills**?

5. What are **techniques** of teaching listening skills?

6. What do you say about the importance of **giving feedback** in teaching listening skills?

7. How do you **correct** your students when **committing errors**?

8. How do you **evaluate** your students' listening progress or what **evaluation techniques** do you employ?

9. What do you suggest to improve ways of teaching listening skills?

Thanks a lot for all your valuable time & contribution toward solution!

APPENDIX E

MADDA WALABU UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Content map for the listening skill in grade 10 English Course Book

Unit	Unit Topic	Listening unit topic	Text type	Input source	Listening activity type	Listening skill practiced	Number of exercise	Page
One	Sport and Fitness	Derartu Tulu	Passage	Loud reading	Answering wh questions	Listening for specific information	1	2
		A great Player	Passage	Loud reading	Answering wh questions	Listening for specific information	1	8
		Keeping Fit	Passage	Loud reading	Answering wh questions	Listening for specific information	1	11
Two	Health First-aid	Watch that Baby	Story	Loud reading	Re-telling story	Listening and note-taking	2	19
		A nose bleed	Passage	Loud reading	Filling blank space	note-taking	1	22
		What would you do?	Story	Loud reading	Completing note-taking summary	Listening for specific information	2	28
						Guided note-taking		

Three	I Like reading	Talking about stories	Story	Loud reading	dictation	Listening and identifying	2	34
		Ben and the devil	story	Loud reading	completing true/false question	Understanding and respond	4	35-36
Four	Moral education and personal responsibility	The story of an orphan	Story	Loud reading	Producing lists	Listening and Note taking	2	59
Five	Advertising	Match product with slogans	passage	Loud reading	dictation	Listening and note taking	2	77-78
		Successful advertisement	passage	Loud reading	answering comprehension question	Listening and listing key words	1	85
Six	Drugs	E is for empty	Story	Loud reading	Listing key words	Listening and jotting key words	2	96
Seven	Natural Disasters	Floods in Bangladesh	passage	Loud reading	Answering wh question	Listening for specific information	2	119
Eight	Education	Education on Ethiopia where is it	passage	Loud reading	Recording main facts	Listening for specific	1	141

		going?				information		
Nine	Seas and rivers	The Rift valley lakes	passage	Loud reading	Answering wh questions	Listening for specific information	1	154-162
		Lost at sea	passage	Loud reading	Listening for pair discussion	Listening for completing table outline	2	
Ten	Energy	Different forms of energy	passage	Loud reading	Answering wh questions	Listening and completing charts	2	176
Eleven	Applications for job or college	What do employers expect?	Passage	Loud reading	Completing choice questions	Listening for specific information	3	192-193 200
		Interview questions	passage	Loud reading	Answering comprehension question	Listening for specific question	1	
Twelve	Births, weddings and funerals	Weddings	passage	Loud reading	Completing table	Listening for comprehension question	2	209 216
		Two grandmothers remember	passage	Loud reading	Completing table	Listening for specific information	1	

