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TEACHERS' PERCEPTION AND PRACTICE IN TEACHING LISTENING
SKILLS: GRADE 11, ADIGRAT TOWN IN FOFUS

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**Teachers' Perception and Practice in Teaching Listening skills: Grade 11,
Adigrat Town in Focus**

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This is to certify that this thesis is prepared by Mekonen Tesfalidet entitled with “Teachers’ Perception and Practice in Teaching Listening skills: Grade 11, Adigrat Town in Focus, and submitted for the fulfillment of the requirements for the Degree of Master of Arts in TEFL (Teaching English as a Foreign Language) complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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DECLARATION

I, the undersigned, declare that this is my original work and has not been presented for a degree in any other university.

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ABSTRACT

The main objective of this study was to investigate EFL teachers' perception and practice in teaching listening skills for grade 11 students at Yalembirhan, Agazi, Funnotebirhan and Walaku comprehensive secondary schools, Adigrat town. Descriptive method was employed to investigate what perceptions, practices and challenges have happened in EFL classroom. The participants of the study were grade 11 EFL teachers (38) selected using purposive sampling techniques, and 296 of sample grade 11 students were selected using simple random sampling technique. Questionnaire, interview and classroom observation were used to collect the data. The findings of the research showed that most teachers didn't focus on the relevant listening comprehension strategies such as arousing the students' interest by asking questions before they listen, activating their previous knowledge and experiences to predict the text to be listen, visualizing the listening text by showing pictures towards the listening text, assisting them to recognize the relationship between or among sentences or paragraphs using connectors and supporting them to recognize and to identify the purpose of the listening text. The finding further showed that teachers denied teaching relevant skills; mainly, helping the students to recognize information stated indirectly, asking additional activities that consolidate the listening skill with other skills in order to integrate the four skills. Teachers failed to guide the students to make an outline, chart, table, map or diagram to organize the listening text, asking them to reflect their idea towards the writers' point of view in order to differentiate the purpose of the listening text, relate the text with their experience or situation in order to use the language in communication. The findings of the study also indicated that even though EFL teachers' have positive outlook towards the importance of teaching listening, their impression towards the skill as compared to the other language skills became less. And the teachers' teaching perception of listening skills can be influenced either negatively or positively because of different reasons. And limited knowledge of vocabulary, lack of students' interest to listen, lack of listening habit, less awareness on comprehension learning strategies, insufficient background knowledge and poor language processing have been the challenges of teaching listening. Based on the findings, it was recommended that EFL teachers should give more emphasis on listening skill. EFL teachers have to orient and organize the students to practice different tasks based on the listening phases. EFL teachers should develop their listening abilities so as to teach their students appropriately. The students ought to develop their listening practices and abilities through listening different audio-visual speeches throughout their life.

Key terms: perception, teaching strategies, practice and challenges of listening comprehension.

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Nowadays, learning English as a foreign language is regarded as an essential component of human development of many countries at different educational levels. For instance, teaching English language is given emphasis in Ethiopia because it is used as a medium of instruction in high schools and higher institutions. Learning English language needs mastery of the four macro skills in order to attain the required language proficiency. For this reason, it is important for teachers and learners to develop deep awareness of the language, especially knowledge of listening skills so that they can understand oral texts effectively.

Vandergrift & Goh, (2012) put that the role of listening in foreign language started to gain attention when the Communicative Language Teaching methodology, which emphasized the need of teaching listening for effective oral communication became popular in language teaching in the 1970s. Although much ground-breaking work on the teaching of listening in foreign languages has been done, it is still one of the skills that receive little attention in many classes which is a challenge for learners in the classroom and beyond. Similarly, as Rost,(2001) listening is the skill most frequently used in classroom. In language classes, listening ability plays a significant role in the development of other language skill. The importance of good second and foreign language listening skills regarded as the most widely used language skill in many people's normal daily life communication.

Different experts contributed ideas about the role and importance of listening skills in language learning and teaching. Vandergrift (2003) refers to the key role that listening plays in current theories of a foreign language instruction and second language acquisition. 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. Moreover, 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. These show that the emphasis and the need for supporting second and foreign language listeners' listening comprehension skills

Since listening has contributed a crucial role in several nations at different educational levels, teaching and listening skills as a foreign language in Ethiopian high schools should be given attention. Listening comprehension helps teachers and learners to be actively engaged in whatever they listen to understand and arrive at particular decision of driving information through their perceptive process. Through listening teachers can help learners to interpret the

content of what they listen flexibly to suit with the purpose of their academic listening. Regarding its importance, Mikulecky (2008) conducted a study on the effectiveness of learners' listening comprehension skills. She found that listeners learn new listening comprehension thinking processes most effectively when they are consciously aware of what they are listening. This implies that listening comprehension needs concentration in all aspects of English language learning. Therefore, listening comprehension skills is an essential component for English as a foreign language curriculum.

Vandergrift (2004) describes listening instruction as a process involves predict and listen, discuss and listen, and listen and reflect. It is a process of understanding a speaker's accent or pronunciation, the grammar and vocabulary, and comprehension of meaning. Listening as an active process in which students' listening competence can be extended by giving them oral tasks to carry out their activities what makes listening an active process is that listeners focus on selected aspects of the aural input and construct meaning by relating what they hear to their prior knowledge. Purdy (1997) also defined listening as the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs, concerns, and information offered by other human beings. Besides, as Buck, (2001) listening comprehension is an active process of constructing meaning and this is performed by applying knowledge to the incoming sounds.

Even if listening has such kinds of importance for the listeners there are some factors that are needed to be considered for effective listening. Richards (2006) stated the following advantages of integrating authentic materials in a classroom environment: the culture of the target language is introduced; the use of real language is shown, and a more creative way of teaching is achieved. In the comprehension process schemata is the guiding structure. Gilakjani & Ahmadi (2016) stated three modes of information processing: bottom-up processing, top-down processing and interactive processing. Bottom-up processing is activated by the new incoming data. In this process, listeners decode the sounds from the meaningful units to complete texts. Therefore, phonemes are connected together to make words, words are connected together to make phrases, phrases are connected together to make utterances, and utterances are connected together to make complete and meaningful text. Regarding top-down processing, (Richards, 2008) stated that it refers to the listener's background knowledge to understand the meaning of a message. This could be previous knowledge about a topic of discourse, situational knowledge, or knowledge in the form of schemata as well as plans related to the overall structure of the events and their relationships. As Davis & Johnsrude,

(2007) the above two processes rarely operate independently rather than interactively. The interactive processing in which top-down and bottom-up listening processing should be combined to each other so as to increase listening comprehension. Instead of building understanding starting with either basic linguistic units or with the use of previous knowledge, listeners process the input in both directions simultaneously, so that top-down and bottom-up processes closely interact and influence each other.

What is more, regarding Graham, (2017) although teacher cognition research has provided substantial new insights into what EFL teachers believe and do in practice, very few studies have gathered evidence of what teachers do in the classroom for listening. Nuttal (1996) has pointed out that the most typical use of listening comprehension in foreign language class is to teach the language itself. However, many studies show that learners are not successful in teaching listening comprehension from such type of listening lesson because teachers and learners' knowledge of vocabulary and grammar is limited. Thus, Even if the literature reminds the importance of listening instruction, in the area of EFL teachers' perception and practice in teaching listening skill and the challenges needed to be assessed in particular as per the researcher concerned.

1.2. Statement of the Problem

Ethiopia is one of the countries where English is used as a medium of instruction at high schools, colleges and universities. Teachers, especially those in high schools, have to assist learners' in order to comprehend listening lectures and take their own notes. Teaching listening skills enables learners to understand and respond in debates, dialogues, or oral presentations. Therefore, developing students' listening skills is a fundamental component of language teaching. If students are not capable of listening successfully, they may find it difficult to perform academically. From Girma's (1999) and Haregwoin's (2003) studied listening is not adequately addressed in Ethiopian high schools. If listening is not adequately addressed in high schools, it can be reasoned that EFL teachers have to pay special attention to ensure that this aspect of language teaching is properly addressed. In addition, in relation to Lynch (2009) holds that teaching of listening comprehension has long been somewhat neglected and a poorly taught aspect of English in many EFL programs; it is now regarded as much more important in both EFL classrooms and second language acquisition research. As Nunan, (1998) listening involves an active process of deciphering and constructing meaning from both verbal and non-verbal messages. Thus, taking listening as a passive skill is wrong. This misunderstanding may stem from the fact that students simply asked to do comprehension questions from what is

being listened. It is evident that listening is not a passive skill as it demands a number of complicated processes on the part of the learners.

According to Ferris, (1998) listening should be used frequently in teaching language skill in the classroom. Listening skills are increasingly impacting students' learning on the other three language skills. Even if, the literature supported the importance of listening skill as it is the first to be acquired as an input and as it is the base for academic success, the researcher in his own long experience of teaching observed that listening lessons are not given emphasis and value even if the curriculum instructed it. In Ethiopia, English language is used as a medium of instruction in secondary and tertiary level, it plays an important role in helping students to communicate intelligibly and to perform better in other field of studies, and it is treated in English syllabus along with speaking, reading, and writing skills. However, listening instruction receives less emphasis in EFL classrooms. Muluken (2008) conducted a survey on the practice of teaching listening skills at Gondar town primary schools (Grade 8) in that he opined that though listening is incorporated in English syllabus, it is less practiced. This may be attributed to varieties of factors. Identifying the root causes of the inadequacy of practice can help the immediate stake holders to think of the way out and the areas to be addressed to teach the skill appropriately. Mulu (2016) in the mixed method approach researched on lecturers' and students' perceptions of the effectiveness of teaching listening skills to English foreign language students at three Ethiopian universities and the result revealed that the teaching of listening skills was mostly poorly done and that the listening material used was not suitable and the students did not interested in learning the skill.

However, the above researchers did not specify some relevant listening skills that teachers have to consider while teaching the skill so that students can understand complex level of listening texts. Specifically the application of learners' schema knowledge, visualizing listening texts, making inferences, identifying the authors purpose and attitude, making an outline, chart, diagram to organize the listening text, retelling the listening text using the students own words, distinguishing facts and opinions from the listening text, evaluating the writers' argument, relating the listening text with the students real life situation and practicing extended activities that integrate with the other main skills. Because these skills in different listening texts like narrative, descriptive, argumentative and expository texts, thereby placing progressively more demands on their listening comprehension skills need to be investigated. And teaching students' performance on these more complex texts is a strong indication for the completion of their high school education.

Besides, Nuttal (1996) stated that teaching students to listen and comprehend a text effectively and efficiently help learners to comprehend listening skills such as scanning, skimming; listening for extracting the meaning of the text they listen and be able to use listening comprehension sub-skills. Once learners are given orientation about the process of listening comprehension skills and listening strategies, they can apply it in their learning of other subject areas and elsewhere in their real life situation. Therefore, listening comprehension skills like other skills needs carefully selected listening activities, listening strategies and procedures at both higher and lower grades.

The researcher has been in the teaching profession for about twenty-five years in high schools, and during that time he heard many teachers and students had been complaining on the implementation of teaching and learning listening skills in the classroom. And he observed that most of the time teachers and students likely gave less emphasis for listening texts and activities that are included in the text book curriculum. As a result, teachers and students of the schools could not concern the listening and answering comprehension questions. These above discussions and problems initiated the researcher that he has to conduct a research entitled with 'An Investigation of EFL teachers' perception and practice in teaching listening skills for grade eleven students in the four comprehensive secondary schools which are found in eastern Zone of Tigray (Adigrat town) regional administration. Thus the researcher intended to address the following research question.

1.3. Research Questions

The following research questions were in mind to be addressed in this study:

- 1) What are the strategies teachers use in the practice of teaching listening skills in EFL classroom?
- 2) What are the EFL teachers' perceptions in teaching listening skills?
- 3) What are the challenges in the implementation of teaching listening skills as perceived by teachers in EFL class room?

1.4. Objectives of the Study

1.4. 1. General Objective

The main objective of this study was to investigate EFL teachers' perception and practice in teaching listening skills for grade eleven students at the four comprehensive secondary schools, Adigrat town.

1.4.2. Specific Objectives

This study was conducted to address the following specific objectives:

- 1) Examine strategies teachers' use in the practice of teaching listening skills in EFL classroom.
- 2) Identify the EFL teachers' perception in teaching listening skills.
- 3) Explore the challenges in the implementation of teaching listening skills as perceived by teachers in EFL class room.

1.5. Scope of the Study

This study is restricted to investigate the EFL teachers' perception and practice in teaching listening skills on grade eleven students at the four comprehensive secondary schools in Tigray regional state, particularly in Adigrat town. These secondary schools are chosen since they are convenient for the researcher to find out more information and he has taught in the town. Thus, EFL teachers and students are the main participants in the study.

1.6. Significance of the Study

The researcher is conducted this research that will primarily help teachers' and students' better understanding of teaching and learning listening skill, its theories, methods and implementation. Secondary schools will use the results of this study as a resource for improvement in teaching listening skill practice. It will give valuable information for syllabus designers and material developers. It will also give information about current ways of teaching listening for language teachers. This study may serve as a stepping stone for other researchers to conduct a research

1.7. Limitation of the study

EFL teachers' perception and practice in teaching listening skills seem to be burning issue. Due to this, it is better to involve a large number of study participants. However, the researcher expected that cost, time and constraints are not allowed to do so. Because of such factors the study is limited to specific areas. These focus areas are investigating the EFL teachers'

perception and practice in teaching listening skills for grade eleven students at the four comprehensive secondary schools.

1.8. Operational Definition

Schemata: abstract textual structure listeners use to understand the listening text

Bottom-up processing: the use of new incoming data or information to understand a listening text

Top-down processing: uses of background knowledge for understanding the meaning or message of a listening text

Interactive processing: use of new incoming data and prior knowledge of the listener to comprehend or construct meaning of a listening text

CHAPTER TWO: LITERATURE REVIEW

Introduction

This chapter incorporates a review of related literature concerning listening skills. These are: concepts of listening, the role of listening in a foreign language, the concept of Perceptions and its relation to teaching practices, types of listening, theoretical background of listening, models of listening comprehension, phases of listening comprehension skills, challenges of teaching listening, listening comprehension strategies, roles of teachers in teaching listening skills, global and local research findings on the area of listening and other related aspects of listening skills.

2.1. Concepts of listening

Most People often confuse listening and hearing. Galvin and Cooper (1999) point out that there is a clear difference between hearing and listening. People may hear, but not necessarily listen. Whereas hearing simply means that the eardrums vibrate as the result of sound waves, listening is much more than becoming aware of sounds; it is an active cognitive process which implies receiving the sound waves, interpreting them mentally and assigning meaning to them. Most of the definitions of listening provided by scholars address common issues. Similarly Helgesen, (2003)and Rost, (1991) listening is defined as an active, purposeful process of making sense of what we hear, and an action of paying attention to something and trying to understand what we hear. It is a goal-oriented activity more than merely hearing. Hearing is simply receiving sounds, which is the first stage of listening without paying particular attention. Galvin & Cooper, (1999) give a comprehensive definition for listening by indicating all the components. According to them, listening is a process that incorporates hearing, attending, and understanding, concentrating, remembering plus continually grasping and processing information.

Goss (1982), Thomlison (1984) and Hamouda (2013) defined listening as a process of receiving what is heard and analyzing in into verbal units where meaning is then applied. They also define listening as the capability to identify and understand what others are saying which include aspects such as speakers' accent and pronunciation, grammar, vocabulary and comprehension of meaning. This is to mean that, if the listener cannot relate to anything that the speaker is saying and link it to any reference in the listener's memory, then listening comprehension is not achieved. Therefore, the development of listening comprehension skill is pertinent as it assists learners to succeed in language learning and improve their comprehensible input.

From the above definitions, it is clear that listening is an active, mental process in which listeners receive and process information, construct meaning and are expected to respond to what they have listened to when communicating with others. As such, listening plays an important role in acquiring a second and foreign language and Ethiopian students and EFL teachers need to be aware of the importance of effective teaching of listening skills.

2.2. The Role of Listening in a Foreign Language

Listening interacts with speaking in the aural-oral communication feedback system. Ordinarily, it is not an isolated skill. In normal, daily communication, listening usually occurs in conjunction with speaking. One person speaks, and the other, through attending by means of listening process, responds. Only in certain circumstances - for example, in a lecture situation, at the theater or when listening to the radio or watching television – does listening seem to become an isolated skill, unsupported by and not interacting with other language skills. Yet, even in those special circumstances, listening comprehension is not totally isolated because listeners apply what they know from the sociolinguistic rules of speaking to predict what they are likely to hear spoken texts, and they interpret what they hear based on what they know of the culture, the grammar and the vocabulary of the language. Therefore, listening operates with the aid of numerous language-related sub-skills, and the act of listening is not passive. What actually happens when we listen with understanding is that we actively work out what the discourse means as we go along predicting what is to come by reference to what has predicted or been heard.

2.3. The concept of Perceptions and its Relation to Teaching and Learning Practices

The term perception itself is a well-established notion in the literature with much discussion over what the concept means and encompasses. According to Hornby (2003), for instance, perception is how one acknowledges things, especially with the senses; it could be an idea, a belief or an image, which is a result of how one sees or understands something. In other words, the perception or belief of someone is that person's point of view towards a certain thing they expose, an event they experience or more generally, the world they are living in, which significantly affects their decisions and behaviors.

In education, Pajares (1992) claims that every teacher or student has his or her own perceptions and this mental system impacts how they perceive, judge and assess a certain event, which consequently impacts their behaviors in the classroom. Hence, understanding teachers' and students' beliefs structures are essential to improve their academic preparation and teaching-learning practices. In addition, Porter & Freeman, (1986) teachers' perceptions about

themselves as a teacher, about students, about the learning and teaching process, the purpose of schooling, the role of schools in society, the curriculum and pedagogy are all components which make up teachers' and students' beliefs regarded as their self-orientation to teaching and learning. It is said that teachers' perceptions could determine the amount of their energy and the ways to spend this resource in their classes. Likewise, EFL teachers' perceptions of themselves and pedagogical techniques could not only affect their teaching behaviors but also students' learning outcomes. In other words, there appears to be a strong connection between what the teachers perceive and what they actually do in the classroom context.

Melketo (2012) asserted that although the correlation between teachers' and students' perceptions and practices is controversial and complex; their perceptions of teaching and learning processes resulting in a variety of classroom practices. Whereas many researchers found that what teachers and students' say and do in the classroom are driven by their perceptions. On the other hand, according to (Borg, 2003), sometimes teachers' pedagogical practices are hampered and fail to reflect what teachers, in fact, perceive due to a number of contextual factors such as society demands, curriculum requirements, school policies, classroom sizes, availability of teaching resources. Thus, more research is needed so as to explore the relation between EFL teachers' perceptions and how they implement their teaching in classroom contexts.

2.4. Types of Listening

Imhof (1998) stated that there are 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), Galvin and Cooper (1999) put 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.

2.4.1. Informative listening

According to Watson, Barker & Weaver, (1995) informative listening involves listening with the goal of comprehending and retaining the information, so that the main purpose is to concentrate on the message being presented. 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. Galvin & Cooper, (1999) suggest that

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. According to them informational listening is the basis for the other types of listening. Unless listeners understand a message accurately, they cannot 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 tasks that demand information extraction.

2.4.2. Critical listening

Based on Boyd, (2005), Galvin & Cooper, (1999) critical listening is a listening skill which comprises listening for basic understanding, for inferring and listening for rhetorical structural understanding. The listener tries to weigh-up the logic and credibility of the message. In critical listening the learner's role is to understand the incoming input of information in relation to its social and cultural context. Listeners examine an informative or a persuasive message and make decisions about the issue they listen to. 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. 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. In addition, regarding 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. In general, the purpose of the listener in critical listening is more concerned with evaluating the reasoning as well as the value of the evidence provided by the speaker.

2.4.3. Creative listening

Galvin & Cooper, (1999) explain that in creative listening 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 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.

2.4.4. Discriminative listening

As, Verderber & Sellnow, (2009) in discriminative learning, the purpose of the learner is to understand exactly the speaker's meaning. Discriminative listening therefore involves listening

between the lines for meaning conveyed in different ways rather than in words. The basic function 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. Besides, Thompson, et al., (2004) assert that discriminative listening allows the listener to recognize stimuli and nuances in the speaker's message, for example, a sigh, a raised eyebrow in the course of conversation or a teachers' vocal emphasis.

2.4.5. Emphatic listening

As Watson, et al., (1995) and Salem) (2003) emphatic listening refers to active listening or reflective listening which is important for dialogue and helps to maintain interpersonal relationships; however, it is the most challenging form of listening). Emphatic listening requires listening and responding to another person; it improves their mutual understanding and trust, that is, listeners pay attention and share others' feelings. It listening enables the listener to receive and interpret the speaker's message accurately and as well provide an appropriate response. Moreover, Galvin and Cooper (1999) 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. This shows that emphatic listening necessitates that the listener listens very carefully and pays attention more explicitly to the personal component of the message and where the situation requires explicit cooperation between the listener and speaker.

2.4. Theoretical background of Listening Comprehension

Different theories have been developed with respect to listening. For example, regarding on listening comprehension, Vandergrift (2013) notes that the cognitive model developed by Anderson (1995) provides a useful insight on how listeners construct meaning based on bottom-up and top-down processing. The listening cognitive framework presented by Anderson has three interconnected phases: perceptual processing, parsing and utilization. In relation to this, Graham and Macaro (2008) suggest that in perceptual processing, listeners pay attention mainly to the text, and phonemes are segmented from the speech stream; in turn, these are held in the echoic memory. In Perceptual processing, Vandergrift (2011) explains that listeners recognize sound categories of the language, pauses, and acoustic emphasis in the speech they hear and hold these briefly in working memory. It is primarily involves bottom-up processing.

As Cook, (1997) and Vandergrift, 2011) in parsing, meaningful mental representations (schemas or schemata) are created from words and phrases where listeners match them with linguistic information stored in the long-term memory. When listening, listeners must parse the sound stream into meaningful units. In the parsing stage, listeners segment what is kept in the working memory as they begin to activate potential word candidates. As learners' language proficiency develops, listeners are able to activate successful word candidates (for the context) more quickly and also have the ability to hold meaning in increasingly larger chunks of information.

According to Vandergrift, (2013), Graham & Macaro, (2008) in the utilization phase, information is collected in the previous two phases or prior knowledge is used to assist in comprehension and recalling. Listeners at this stage engage in effective self-questioning, and they relate what they listen to their prior knowledge as well as personal experiences.

2.5. Models of Listening Comprehension

Schunk, (2012) point out that according to constructivism, which is currently a widely accepted philosophical explanation about the nature of learning, learners don't just absorb information, they actively try to make sense of it and, in the process, construct meaning and understanding. The teacher acts as a facilitator and guide. This means that learning is an active process where a learner is given a chance to construct his or her own knowledge and understanding. In the similar way, Buck, (2001) explain that listening comprehension is an active process of constructing meaning by means of attending to and processing aural input. That is meaning is not something in the text that the listener has to extract, but is constructed by the listener in an active process of inferencing and hypothesis building. Buck, (2001) add that when considering how the language comprehension system functions, one has to keep in mind that both linguistic and non-linguistic types of knowledge are involved. Linguistic knowledge involves phonology, lexis, syntax, semantics and discourse structure, whereas non-linguistic knowledge which plays a role in understanding is knowledge about the topic, knowledge about the context and general knowledge about the world and its workings.

As Helgesen, (2003), Tsui and Fullilove (1998) and Rahimi (2012) learners make sense of what they hear and how they process input when constructing meaning, a distinction is made between bottom-up, top-down and interactive (or integrative) information processing theories. These theories relate to listening and are also used to describe the cognitive processes of foreign language listening comprehension. The terms 'top-down' and 'bottom-up' refer to the order in which the different types of knowledge are applied or processed during listening. In

short, one needs to understand these two processes and their “relative contribution to comprehension in different contexts and at different levels of language proficiency as this is vital to a theoretically grounded pedagogy of EFL listening comprehension.

2.5.1. Bottom-up processing

Nunan, (1998)), Helgesen, (2003) and Vandergrift (2003) put that bottom-up processing is used when a listener builds meaning from the sounds he or she hears. The listener converts the sounds into words, then into grammatical relationships, and upwards until he or she arrives at a meaning. Bottom-up processing therefore requires knowledge of vocabulary and grammar. Learners who interpret what they hear in a bottom up manner only shallowly engage with the text and have little construction of meaning because they rarely make an effort to tie comprehension of one segment to another. Besides, Buck, (2001,) Rost, (2002), Graham & Macaro, (2008) suggest that bottom-up processing is the term used in the application of linguistic knowledge in comprehension, whereby the sounds, words, clauses and sentences of a passage are decoded in a fairly linear fashion to elicit meaning. Doing so listening requires processing of all the linguistic structures of the target language as the listener tries to match the initial sounds of a new word to his or her familiar lexicon to guess what a word may be. In bottom-up processing, schemata (i.e. ideas or concepts are hierarchically formed based on the new incoming data, starting at the bottom with the most specific to the most general at the top. This implies that language comprehension is seen as a process of moving through consecutive stages where the output of each stage becomes the input for the next higher stage. Therefore, Various studies in listening comprehension have been done in order to determine which of the two processes are used by skilled and less skilled listeners and different researchers indicate that learners with limited EFL competence depend heavily upon perceptual data or bottom-up processing. It is also indicate that if someone needs to know specific detail such as the price of an item, he or she may engage more in bottom-up processing.

2.5.2 Top-down processing

Tsui & Fullilove, (1998) and Richards, (2008) suggest that top-down processing refers to knowledge-based processing that is learners start with their background knowledge to understand the meaning of a message. This could be previous knowledge about a topic of discourse, situational knowledge, or knowledge in the form of schemata as well as plans related to the overall structure of the events and their relationships. Listeners use what they already know to create expectations of what they can expect to hear and to interpret what they have listened. In this stage, it is necessary to explain the concept of schema as this is important

in understanding the top-down theory of information processing. A schema represents our knowledge about concepts; that is, those underlying objects, situations, events, sequences of events, actions and sequences of actions while schemata (plural) is defined as complex mental structures that group all knowledge concerning a concept.

2.5.3. Interactive (integrative) processing

According to Field (2004) and Vandergrift, (2011), there is a considerable degree of interdependence between ‘bottom-up’ and ‘top-down’ processing. One process is not more important than the other. In a real world both bottom-up and top-down processing generally occur together when listening. Successful listening comprehension involves a constant interplay between the two processes and the extent to which listeners prefer one process to the other depends on the purpose with which listeners listen, language proficiency and the context of the listening event. Therefore, it is important that learners learn how to use both processes to their advantage. They need to know that the type of processing would depend on the purpose for listening, their own language proficiency and the context of the listening event. When these processes interact, the extent to which one process is used over another depends on the purpose for listening, listeners need to “learn to listen” so as to better “listen to learn.

As Graham and Macaro (2008) point out that in top-down processing the listener’s background knowledge (e.g. how the topic or the texts “work”) interacts with the linguistic knowledge which is drawn upon bottom-up processing to help create an interpretation of the text. In this model, a listener may initially activate his or her schemata based on his or her own understanding of the topic of the text; consequently, the listener recognises and creates meaningful mental representations from the incoming data, and matches it with the elaborations previously activated. As Helgesen (2003) in pre-listening activities, listeners can ensure this integration of bottom-up and top-down processing. Before listening exercise learners can, for example, brainstorm vocabulary that are related to the topic in the listening text or write a short dialogue on functions such as giving directions or shopping. By using their knowledge of everyday life (top-down processing) they generate vocabulary and sentences (bottom-up processing). In the pre-listening activities on the one hand, the listeners need to identify a context for interpretation and on the other hand activate pre-knowledge which will help with interpretation. The integrative approach lays the foundation for integrating the teaching of listening with the teaching of reading, writing and speaking. It is therefore important to determine whether Ethiopian high school EFL and students regard the integration of listening with other language skills as effective.

2.6. Stages of EFL Listening Lesson

As Prabhu, (1992) the classroom lesson is indeed a complex event, with several dimensions to it. From a pedagogic perspective, any given lesson is viewed as (I) the completion of one small part of a course with reference to earlier and later lessons in the overall sequence, and (II) the implementation of an approach or method of teaching). On the other hand, with regard to Underwood (1989), Gilakjani & Ahmadi, (2011) the communicative approach with its theories and principles should lie behind a communicative listening lesson-plan through the stages and activities to be undertaken. Communicative-based listening lessons demonstrate three stages Pre-, While- and Post-:

2.6.1. The pre-listening stage

In this stage students prepare to listen, establish the purpose of the listening activity and activate the schemata by encouraging the learners to think about and discuss what they already know about the content of the listening text. It can also provide the background needed for them to understand the text and focus attention on what to listen for. Pre-listening techniques include true/false statement prediction; open prediction; ordering; pre-questions. The completion of the pre-listening task happens after the first listening and is used for fluency listening – getting the main ideas. In other words, students brainstorm background information, predict content, preview by looking at pictures, discussion of the topic/ situation, question and answer session and identify the reason for listening.

2.6.2. While- listening:

The task should involve the listener in getting detailed information by doing such immediate activities as gap-filling, selecting items; deliberate mistakes; grids; listen and draw; and comprehension /multiple choice questions. The completion of this stage usually happens after the second or third listening. It is used for accuracy listening. In this stage the following activities are carried out: create mind image of text message, connect text message to previous experience, prove/ disprove predictions, completing comprehension questions like true or false, multiple choice questions and gap filling etc.

2.6.3. Post-listening Stage

It an extension activity, usually integrated skills with tasks of information transfer; personalization/recall; writing it up, discussion; role-play; and further practice. In other words, the post-listening stage involves completing a chart, sequencing/ grading, compare and contrite text message with actual situations they know, summarizing; evaluating text content; agreeing/

disagreeing with the author stand or opinion establishing the mood/ attitude/ behavior of the speaker and role play/ simulation.

2.7. Challenges of Teaching Listening

The problems in listening are accompanied with the following factors: the message, the speakers, the listeners and the physical setting. The problems are believed to cause by the speech rate, vocabulary and pronunciation. Similarly, As Flowerdew and Miller (1996) assumed that the problems of the students were `for the speed of delivery, new terminology and concept, difficulty in focusing and the physical environment. Then main reasons why listening instruction difficult are: the first is lack of effort to understand each and every word while listening. Secondly, failure or laziness to build up listeners vocabulary gradually and this greatly reflects in their listening and keeps them low spirited in acquiring the language skill. Thirdly, listeners problem with different pronunciation, accents as they sticks to one particular articulation. Another problem is listener's concentration power or listening determination greatly influences their listening skills. Finally, distraction by the physical setting or the environment in which listening is to be carried out. This can be added challenge for an average learner and a main confront even for good listeners.

Besides, Ur (1989) states other problems that affect listening instruction: such as intonation and stress, sounds do not easily perceived, colloquial vocabulary, fatigue and different accents. Similar to this, Buck (2001) points out barriers which can be confronted in listening tasks such as unknown Vocabularies, unfamiliar topics, fast speech rate and unfamiliar accents. Hasan (2000) studies shows that unfamiliar words, difficulty of grammatical structures, and the length of the spoken text are the most important message factors for listening problems. Again Atkins, Hailom and Nuru, (1995), identify problems many high school students face, like complex language, the speed that teachers speak at, being able to follow the argument and identify the main points of a lecture, not having enough or simply not using their prior knowledge. They also say other key problems are psychological rather than linguistic. Nunan (1991), suggest that there are four clusters of factors which affect the difficulty of oral language task; these related to the speaker (how many there are, how quickly they speak, what type of accent they have), the listener (the role of the listener whether a participant or eavesdropper, the level of response required, the individual interest in the subject), the content (grammar, vocabulary, information structure, background knowledge assumed) support (whether there are picture, diagrams or other visual aids to support the text). Generally, the students listening comprehension problems are related to listeners (students), speakers (teachers), teaching

materials and physical environment related problems. These are discussed in detail supporting with literatures as follows:

2.7.1. Listeners or students related problems

There are several problems that affect students listening skill. Such as, basic background of knowledge, limited vocabulary and grammar, failure to concentrate, lack of interest and confidence,

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

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

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

Motivation: motivation is another important affective in issue in research because listening ia an active process requiring both conscious attention and involvement (Rost, 2001). Brownell

(1994) affirmed that a successful listening process either in the classroom or outside is primarily dependent on individual's need to understand spoken language drawing from their background knowledge of that particular language as they strive to improve their communicative competence.

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

2.7.2. Teacher related problems

Problems like speed of delivery, pronunciation, use of unknown words, using of signal words, hesitation and pauses are some of teachers' related problems.

Problem pertaining to speed of delivery: Underwood [1989] stated that the greatest difficulty with listening comprehension is that the listener cannot control how quickly a speaker speaks. Similarly, Atkins, Hailom, and Nuru (1995) say that when students hear the teacher in a fast-spoken stream of speech, students find it difficult to separate them, to where one word finishes and another begins. It is clear for most language learners and teachers that a slower speech speed would facilitate learner's listening comprehension.

Problem pertaining to pronunciation: Ur (1984) state that if a word is pronounced differently from the way it was said when it was learnt, the listener may not recognize it as the same word, or may even miss its existence completely. At this point, this problem interferes with learners listening comprehension. In addition to this, Ur claims as intonation and stress can interfere foreign language learners proper understanding of spoken English. From the point of view of comprehension of spoken language, the ability to identify stressed syllables and make intelligent guesses about the content of the message from this information is absolutely essential. As a result, the first step of listening comprehension is learning how to identify and select sound signals according to pronunciation, thus pronunciation knowledge must be developed.

Problems pertaining to using of unknown words: as Underwood (1989) and Hung (1998) the tendency of seizing to listen and concentrating on the language word by word to work out

its structure, and then decide on its meaning weakens comprehension Underwood also adds that to recognize words can also stem out of students in ability to segment the word out of connected speech. Thus, listening passage with known words are easier for learners to understand, even if the theme is unknown to them.

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

2.7.3. Problems related to teaching materials

These can be taken as listening texts and listening tasks. These are materials and language data that the learners are to attend to or manipulate during the task. According to Ur (1989) and Anderson and Lynch (1990), some of the barriers like complexity of the text and visual supports can influence the students listening comprehension. This this shows that the difficulty in listening comprehension is partly due to the structural component of the text.

2.7.4. Listening Tasks

As Nunan, (1991) listening activities should arrange based on simulated real life situations in order to be more motivating and interesting to do contrived text book comprehension exercises. On the other hand, (Ur, 1989) shows that difficulty of listening task is particularly influenced by the following. First, the organization of the listening information was presented without considering the learners' interest. Second, the familiarity of the listening topic, the explicitness and sufficiency of the information provided. Third, the type referring expressions used (for example using of pronoun rather than complete phrase referents made texts more difficult. finally, whether the text described static relationship (for example, geometric figures) or dynamic relationship for example, a road accident. Therefore, the task prepared should train students success-oriented and to build up their listening ability.

As Anderson and Lynch (1990), and Richards (1983) say that the following checklists are to be considered in planning listening tasks. These are: have transparent application to real world, be consistent with valid approaches to language learning that are acceptable to learners, take in to account major factors that are likely to influence complexity; require attention to the

information conveyed through speech; on listeners construction of meaning, and encourage the use of the listener's prior knowledge and use of environmental cues in.

2.7.5. Problems related to school environment

As Dagim, (2011) this problem can be related to classroom size and environment related barriers on listening comprehension such as being noise around the class room, a number of students in the class and less exposure of students to use authentic materials. Exposure is another factor that affects students listening comprehension is less exposure of students to authentic materials. According to Littlewoods (1981) the class room is not the natural environment, unless the class room is intentionally structured, it will not provide learners either with adequate exposure to foreign language or with adequate motivation. Likewise Brown (1990) states listening to foreign language could be difficult if the context could not expose students adequately to a foreign language.

2.8. Strategies in teaching and learning Listening comprehension

As Lam (2009) strategies have something to say for language learning and teaching as well. The value of strategy instruction in teaching listening strategies for foreign language learners has not been conclusive. On the other hand EFL learners benefit from being taught to use various strategies when approaching listening tasks. Strategy instruction helps to promote effective use of strategies, particularly with regard to EFL listening. Foreign language listeners are taught to use these strategies to compensate for what they are not able to understand.

According to Oxford (1993), Woolfolk (2001) and Klapper (2006) strategies are plans for approaching learning tasks and achieving learning goals. They involve specific techniques or tactics such using mnemonics to remember key terms or writing answers to possible questions. Strategies are specific actions, behaviors, steps or techniques that teachers and students employ consciously to improve their own progress in internalizing, storing, retrieving and using English as a foreign or second language. In other words, Woolfolk, (2001), Rahimi (2012) and Ormrod (2014) point out that learners should be taught through considering the strategies that help learners to develop effective learning strategies and tactic that focus attention and effort, process information deeply, and monitor understanding because learning strategies assist learners to become independent and competent learners. O'malley and chamot (1989) classify listening strategies into cognitive, Meta cognitive and socio-affective

2.8.1. Cognitive strategy

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

2.8.2. Meta cognitive strategy

Holdsen (2004) and Oxford (1990) state that in Meta-cognitive strategy learners are conscious when listening to the text carefully. This method deals with learning how to plan, monitor and assess the gathered information from the listening part the same as pre listening activities. These points help learners get their attention back when they lose it. Similarly, as Nelson and Conner, (2008) the students who can recognize suitable learning methods in the proper situation, for instance, the student may understand he or she has difficulty in finding the connection between important concepts within a story. If he or she is taught to use a graphic organizer, such as a concept map, to identify the main concepts and connect them together using lines, like a spider web, then that student has used Meta cognition to complete the task.

As Wenden (1998) Meta cognitive strategies have the following uses: Listening instruction become strategic; progress in teaching and learning listening is faster with improved quality and speed of their cognitive development, and they are confident in their abilities to learn and hence and can provide accurate assessment of why they are successful learners. Teachers and learners also think clearly about inaccuracies when failure occurs during an activity as well as their tactics match the learning task and adjustments are made to reflect changing circumstances. Students perceive themselves as continual learners and can successfully cope with new situation. Their strategies matched the learning tasks and adaptations are made to reflect changing conditions. Moreover, metacognitive strategy helps students to coordinate their own learning process. Identifying the purpose or setting a purpose helps learners to be better prepared before listening because they will probably have a kind of mental plan to follow which proves to be true for most of the listeners. Self-monitoring or self-conscious that enables learners to monitor their comprehension. In other words, they can monitor their understanding as they continue listening as long as they can notice their errors or any

inaccurate guesses and try to improve on them. The other point is self-evaluation that learners use after the listening process is completed, and listeners can evaluate their overall comprehension progress and assess how well they have done.

Vandergrift & Tafaghodtari, (2010) assert that EFL listeners can be successfully taught using different strategies to help them compensate for what they are not able to comprehend. Teaching individual strategies may not necessarily lead to overall listening improvement. They note that instruction in a repertoire of strategies or metacognition about strategies is rather “more effective than individual strategy instruction for teaching comprehension skills different forms of strategies instruction can lead to significant gains in listening comprehension.

2.8.3. Socio-affective Strategy

According Vandergrift (2003) socio-affective Strategy ensures and promotes positive emotional reactions and perspective of language teaching and learning. This strategy as a technique enables teachers in order to help listeners or learners employ to collaborate with others, to verify, understanding or lower anxiety. Socio-affective strategies are concerned with the learners' interaction, with other speakers and their attitude towards learning. For example, they may choose to rehearse a telephone conversation using EFL with another student in order to develop confidence, or to get reward when they successfully complete some task in the target language. This shows that teacher’s knowledge of socio-affective situations have a crucial role for students in teaching listening skills in the class room.

2.9. Roles of Teachers in Teaching listening Skills

Teachers play a crucial role in the classroom teaching and learning listening practices. They can have either positive or negative impact on students’ rate of learning and achievements. Hence, it is the teacher key responsibility to create a good understanding with his/ her students. Harmer (1991) states the following roles:

One of the most important roles of the teacher since the whole success depends on the teacher’s organization skills. They have to explain what their students are going to do, give clear instructions and at the end of the lesson they must give a constructive feedback. Teachers as organizers prepare the listening lesson covering all three stages and give clear instructions. The second role is a teacher as controller. That is the teacher’s responsibility is to organize what students do, when they speak and what language they use. Teachers whose roles are to control the lessons specify what students should do throughout the listening stages. Another important part of teacher’s job is to assess their students, to give the students a feedback on their performance. They should evaluate how good students were. The teacher also as a

resource that a can facilitate his/her students learning by giving advice and follow-up. As a tutor- a teacher acts as a coach and as a resource and is able to help his/ her students to develop ideas. Teachers as tutors can help their students listening stage during which they should help their students with prediction of the missing information. A teacher as an investigator- a teacher, who observes the activities in his/her lessons and subsequently evaluate their efficiency, belongs into this group. They keep reflective journals and evaluate the benefits of each listening activity. A teacher as a prompter- a teacher who encourages his/ her students and offers suggestions about activities that are being done by the students. The teacher needs to support the students during each stage so that the students can be more successful. A teacher as a participant- a teacher can participate as an equal in the set activities but they must beware of leading in these activities. Their participation can also improve the classroom atmosphere. Teachers as participants can participate in pre and post-listening task such as discussions role-plays and so on

Furthermore, As Scharle and Szabo, (2000) learner responsibility can develop if teachers allow more room for learner involvement. When students are autonomous, the teacher is a facilitator of learning, an organizer of learning opportunities, a resource person providing learners with feedback and encouragement, and a creator of the learning atmosphere and a learning space. Nunan (1991) suggests that a number of factors should be considered in order to develop the listening skills. He emphasizes the consideration of the size of the class, the arrangement of the classroom and the number of hours available for teaching the language. In addition to this he has written the role of the teacher as follows: the role of the teacher at the presentation stage as informant-selecting the new material to be learned and presenting this in such a way that the meaning of the new language is as clear and memorable as possible. The role of the learners in this stage is listening and trying to understand. He mentioned that the teacher is the center of the stage, presenting the new language item systematically in an attractive way. He also warns not to spend too much time presenting.

At the practice stage, he assigns the teacher as the conductor and monitor. To him, at this stage the students do most of the talking. The teacher's role is to devise and provide the maximum amount of practice (which is meaningful and memorable). The teacher is there to monitor the performance of the learners. The role of the teacher at the production stage is to act as manager and guide/adviser. He has written his comment as follows: no real learning should be assumed to have taken place until the students are able to use the language for themselves, and unless opportunities are available for them to do outside the classroom, provision must be made as

part of the lesson. At any level of attainment from elementary to advanced, the students need to be given regular and frequent opportunities to use language freely. Thus, in providing the students with activities for free expression and subconsciously watching over them as they carry them out, you take on the role of manager and guide.

2.10. Review of Global and Local Research Findings

2.10.1. Review of Global Research Findings

Researchers have conducted studies on EFL teachers' and students' perception on teaching listening skills. For example, a qualitative research was studied by Sebina and Arua (2014) regarding the contributions of teachers' knowledge and positive perception of listening in junior secondary schools in Botswana through classroom observation and an interview with teachers. The main finding of the study was the knowledge of listening does not translate into good classroom practice. For example, teachers did not employ sufficient prelistening activities though that teachers perceived it as an essential stage in the teaching of listening. Another mixed study by Liao and Yeldham (2015) was investigated on 36 Taiwanese EFL teachers' perceptions of their listening instruction using a questionnaire and semi-structured interviews. It was suggested from the results that, the comprehension based approach was main approach taken by the teachers so as to teach listening skills. In addition, an investigation was carried out on by Siegel (2013) in a descriptive study of listening pedagogy, examined approaches, activities, and verbal output of 10 EFL university teachers in Japan through observation. It was concluded that, although each technique has its benefits and problems, using a variety of listening activities and techniques develops a holistic listening ability.

2.10.2. Review of local Research Findings

Eminet (2015) conducted on a descriptive survey design research to investigate the effectiveness of teaching listening skill with regard to three secondary schools. The finding revealed that practice of the teacher contradict with the pedagogical procedures suggested for teaching listening skill in the teacher's guide and another ELT literature. Though teachers claimed that they have been using the text and give appropriate feedback, the students' response and observation result indicate a great gap between what the teachers said and their actual practice. Andualem, et al. (2017) in their descriptive survey investigated English as a foreign language teachers' and students' attitude and implementations of listening skill in secondary schools the finding revealed that the EFL teachers had positive attitude towards the teaching of the listening comprehension skills however less attention was given to the teaching

of the listening lessons provided in the student's textbook. It is also found that teachers played inadequate role to encourage students to learn listening skills.

In short, the previous studies have been carried out with elementary school aged participants and junior high school students about beliefs and practices of listening skills in teachers and students. But the above researches didn't investigate some complex listening activities specifically the application of learners' schema knowledge, visualizing listening texts by looking at pictures, making inferences, identifying the authors purpose and attitude, making an outline, chart, diagram to organize the listening text, retelling the listening text using the students own words, distinguishing facts and opinions from the listening text, evaluating the writers' argument, relating the listening text with the students real life situation and practicing extended activities that integrate with the other main skills. Because these problems in different listening texts like narrative, descriptive, argumentative and expository texts, thereby placing progressively more demands on their listening comprehension skills need to be investigated. And teachers' way of teaching performance on these more complex texts is a strong indication for the completion of the students in their secondary schools education. Therefore, it is necessarily to conduct the research directed towards the above problems in the four comprehensive secondary schools of grade 11 EFL teachers in Adigrat town.

To sum up, text comprehension is a complicated process. Many aspects of listening need to be considered, such as word perception and inference making for a text comprehension process to happen. This shows teachers have to teach learners in order to engage in a process before they can understand a piece of listening material. The problem is much bigger for listening English as a foreign language, because all of the teachers and learners may not have sufficient vocabulary knowledge to understand a piece of foreign language listening materials. The scholars also put forward different perceptions and problems for low level of listening comprehension and comprehension strategies. Thus, to improve the effectiveness of teachers' way of teaching listening comprehension, teachers should identify students' problem and forward appropriate teaching strategies to be implemented by the students to improve their listening comprehension skills. Throughout the three phases of listening, effective EFL teachers are expected perceive effective teaching strategies that make listening learners engage in conscious active comprehension strategies before, during, and after listening. Before listening, for example, help the students to define their goals for listening and consider what they already know about the topic and the structure of a listening text. During listening, teachers motivate listeners' typically activate relevant prior knowledge, make connections among important ideas, construct and test hypotheses, paraphrase key points, and try to resolve

any comprehension difficulties that arise. As listeners' listen, teachers let the students to make notes in the margins or underline portions of a listening text. After listening, teachers also encourage learners, to summarize it, or to take notes. Finally, this shows that good listening teacher use strategies flexibly depending on the type of text they are teaching and the purpose for listening it.

CHAPTER THREE: METHODOLOGY OF THE STUDY

Introduction

This chapter incorporates the research design, participants of the study, data collection instruments, the procedures that leads to data collection procedures, and the method of analyzing data so as to arrive at a certain conclusion and recommendation.

3.1 Research Design

In order to achieve the stated objectives of the study, descriptive method was employed. The descriptive research method was used because the researcher described listening skills in detailed manner through investigating EFL teachers' perceptions and practices in teaching listening in the classroom. Supporting to this McMillan and Schumacher (2010:490) stated that the research design is a proposal that describes the conditions and procedures for collecting and analyzing information. The main purpose for using an explicit research design was to simplify the answering of the research questions, and helps the researcher to explore how each component in the research design is required by the research question that is being addressed. Therefore, the research design which is required to meet the objective of the study was a descriptive research. In addition, the data collection by means of quantitative and qualitative data generating through questionnaire, interview and classroom observation were used because the tools are more relevant to both methods of data collecting. Referring to this, (Creswell, 2009:4) put forward that a mixed-method research is an approach to investigation that incorporates both qualitative and quantitative research, and enable the researcher to gain a more complete and ample understanding of the problem under exploration, and help the researcher to collect enough data about the study, to crosscheck the responses and to achieve comprehensive information in studying the proposed problem. In each of the above instruments, the researcher has developed and adapted research questions by following the model from Harmer (2001) and Graham (2014) to achieve the objective this study.

3.2. The Setting of the Study

As mentioned early in the introduction of this thesis, the setting of the study is in four comprehensive secondary schools namely Agazi, Yalembirhan, Funnotebirhan and Walaku. These schools are found in Adigrat town. These are the four governmental high schools in the town, which have been giving educational service from grades nine to twelve students and the research is applying on grade eleven levels.

3.3. Target Population and Sample Size of the study

The researcher took all EFL teachers of grade eleven and portion of grade eleven students as sample population of the study. The sample students and their EFL teachers are good sources of information for the study. In order to get the sample size for the study, the researcher primarily asked their consent or willing to participate in the study. After he has approved their consent, the researcher takes EFL teachers and students as the participants of the study since he has taught English for consecutive eight years in the town. He also observed that most of the teachers and students perceived problems in doing listening comprehension activities. These comprehensive secondary schools have 1265 grade eleven students population as indicated in the enrolment list of 2016/2017 e.c of students. That is Agazi 473; Funnotibirhan 340; Yalembirhan 291, and Walaku 161 of students were there in the stated schools.

In the academic research aspect, sample size is one of the most vital characters in statistics. The basic for a research based on primary data uses sample size as the starting point. Referring to sample size, **Yemane (1967, P. 268)** found that very important calculation of sample size. That is sample size determination plays a significant role in research that uses primary data seeking responses from the use of questionnaires. When the questionnaire for the research topic is drafted, the researcher knows the population he would distribute the questionnaires to. After the distribution, the researcher has calculated the sample size from the population he administer the questionnaires. Therefore, the researcher uses Yamane's sample size calculation to get a reliable sample size.

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n- Signifies the sample size

N- Signifies the population under study

e- Signifies the margin error (it could be 0.10, 0.05 or 0.01)

The researcher used the above formula to determine the sample size from the given population. That was the total population of about 1265 students and wished to determine the sample size. See below:

$$n = \frac{N}{1 + N(e)^2}, n = \frac{473}{1 + 473(0.1)^2}, n = 82.5 \sim 83$$

$$n = \frac{N}{1 + N(e)^2}, n = \frac{340}{1 + 340(0.1)^2}, n = 77.2 \sim 77$$

$$n = \frac{N}{1 + N(e)^2}, n = \frac{291}{1 + 291(0.1)^2}, n = 74.4 \sim 74$$

$$n = \frac{N}{1 + N(e)^2}, n = \frac{161}{1 + 161(0.1)^2}, n = 61.6 \sim 62$$

The results above show that the sample size is 296 from the total population of 1265 which are the lower number of responses from the respondents to maintain a 90% confident interval. Out

of the total population, 296 students were selected as sample size of the study. Referring to this sample size, Henry, (1990) stated that the larger the sample, the more accurate the results will be. The sample students of the study are selected using random sampling method. The 38 grade eleven EFL teachers of the schools, who are Agazi, ten, Funnotebirhan eleven, Yalembirhan twelve and Walaku five teachers, were selected using available and purposive sampling methods in which the questionnaire methodology was taken.

3.4. Sampling Techniques

As this research is used mixed research method, the researcher employed available and simple random sampling techniques. For the preparation of the quantitative research, 38 EFL teachers using available and convenient sampling, and 296 students using simple random sampling are applied purposefully, and the researcher believe that the selected teachers and students have good sources that meet the requirements of the study. Supporting to this, Chohen et al. (2007) explained that purposive, available and convenient sampling is used in order to get knowledgeable people. That is, those who have in-depth knowledge about particular issue might be by virtue of their professional role, expertise or experience. Lottery method, which is simple random sampling technique, is employed to select the participants of the students. In order to give equal opportunity for both males and females, the lottery method was given separately for males and females students where equal numbers are chosen from the total population. The reasons why this type of probability sampling method had been used is to give equal chance of being selected for the targeted population, to add the comprehensiveness of the study and to draw relevant information for the research from the selected students in order to answer the open and closed ended questionnaires which are prepared for this purpose.

In the qualitative phase of the study (which consisted of interviews and observations) it is kept in mind that a critical step in conducting individual interviews is getting the right person or people for interviewing. The selection of the participants for this study was based on the assumption that participants who would best help to understand the problem and the research question. To support this Creswell, (2014:189) stated that the most essential information for the issues under study should be selected. Thus, from each sample high schools one senior teacher (totally four teachers) who had the most years of experience in teaching English skills and have been still teaching EFL for grade eleven students during data collection are selected purposively and interviewed

Therefore, the total sample size of the study is 334, and both probable and non-probable sampling techniques were employed. Both students and teachers were taken as samples of the

study because they are actors on the teachers' perceptions and practices of listening skills instruction in EFL classrooms.

3.5. Pilot testing

The pilot testing was conducted mainly to get insights for establishing appropriate design and procedure for the main study i.e., to make sure the appropriateness of instruments and overall procedures as well as to make the necessary revisions (if any) before they were used in the main study. This is because, in the pretest deficiencies may be uncovered that were not apparent by the researcher reviewing the items. Hence, in order to make clear the questionnaire design to all respondents, pilot testing is carried out and it was tried to find that some students may get confusion on few questions while they are completing the questionnaires. To identify and solve the confusing points, the researcher uses the pre-test for the questionnaire. This indicates the questions are tested for their reliability and validity to carry out the main study. Referring to this, Singh (2006) stated that trying out the instrument before administrating to the sample students is needed to examine the research questions carefully if the respondents suggest any modifications of the questionnaires. To this effect, then, the questionnaires for the students are tested by taking a few samples from grade eleven students randomly.

3.6. Data collection Instruments

To carry out the study thoroughly, the researcher uses three instruments: teachers and students questionnaire, teachers' interview and classroom observation methods as data gathering instruments. According to Borg and Gall, (1996, p. 288-289), Kumar, (1996, p. 227) the data related with non-observable items such as proficiency, thinking ability, interest, feeling, accomplishment, learning -teaching strategies and the like can be introspected with interview and questionnaires. Hence, teachers' and students' questionnaires are used to gather information about teachers' perception and practice in teaching listening skills. Besides, these instruments helped to see the way listening was actually taught by means of observation.

3.6.1. Questionnaire

Both closed and open ended teachers and students questionnaires are used to investigate the study. The teachers questionnaires are used to find out the teachers perceptions' and practices' in the process of teaching and learning listening as well as the problems that hinder the teachers while teaching students in listening comprehension skills. They are also employed to examine the teaching strategies that EFL teachers used to teach listening comprehension skills to students. The students' questionnaires are used to show how their EFL teachers have taught listening skills as well as to indicate the challenges while EFL teachers have taught for the

students during the listening lessons. After the researcher have developed the questionnaires that are Adapted from Harmer (2001) and Graham (2014), he is intended to distribute the questionnaire to all the sample teachers' and students, using such scales or likert points: very greatly, greatly, sometimes, rarely and never; strongly agree, agree, undecided disagree, strongly disagree and always, usually, sometimes, rarely and never. Closed-ended and open-ended questions are included in the questionnaires. The questionnaires for the students are translated into the students' mother tongue (Tigrigna) so as to avoid unnecessary confusion for the students, and to express their idea freely and confidently. Furthermore, the sample students are given clarifications about the questions that are included in the questionnaire before and while they fill it in order to avoid unnecessary confusion.

According to Muijs (2004, p. 65) unless the instrument measures what it is intended to measure, a research becomes meaningless. Hence, the questionnaires are given to three grade 12 EFL teachers of Yalembirhan comprehensive secondary school in order to check the validity of the questionnaire. The EFL teachers critically evaluate the questionnaires in terms of language clarity, logical flow of ideas and their comprehensiveness to measure the desired objectives. Based on the feedback given, modifications are made towards grammatical errors and rearrangement of certain questions before their administration.

Regarding reliability, the pilot study is conducted for the students' questionnaires with 25 grade eleven students of Yalmbirhan comprehensive secondary School in November, 2017 E.C. After that, the questionnaires are collected and carefully analyzed statistically. A week later, the same questionnaires with slight modifications are distributed for 296 grade eleven students of the four comprehensive secondary Schools. The same procedures are used when administering the questionnaires for the second time so as to ensure reliability of the results.

Questionnaire has been used because it allows the researcher to collect the accurate and complete data in a logical flow in order to reach reliable conclusions from what he is planning to observe. It gives chance for the participants to express their feelings freely, and it is comprehensive to meet the research questions and objectives and minimizes unanswered questions. That is why Singh (2006, p. 192) claimed that a questionnaire is considered to be the most flexible of tools and possesses a unique advantage over others in collecting both qualitative and quantitative information. Therefore, clearly stated questionnaire are constructed and distributed to all the sample teachers and students. See also the questionnaire in Appendix A.

3.6.2. Interview

Patton (1990, p. 464) explained that an interview consist of collecting data by asking questions. The interviewees are considered for a check and balance for triangulation; a checking out for consistency of the data obtained from the questionnaire responses. Semi-structured interview are used because the researcher has more freedom to modify the wording and order of questions to ask a planned number of questions. Supporting to this, Donough (1997, p. 184) stated that a semi-structured interview allows for richer interaction as well as more personalized responses from respondents.

Interview is used to identify the EFL teachers' perceptions' and practices in teaching listening skills. In addition, the researcher uses this tool to validate the research using grade eleven English teachers' responses through interview. Therefore, four experienced grade eleven English teachers have participated in the interview. The interview is carried out on the basis of checklist and open-ended questions. It is also used to find out the challenges faced the teachers while teaching and learning listening skills; to identify the listening strategies teachers used to teach listening skills for students in EFL classroom; and to identify what teachers feel to do and to improve students' listening comprehension, and to find out what suggestions they give that help to solve the problem. In order to make sure about the validity and reliability of interview questions, the researcher addresses interview items by attempting to ensure the content of the questions directly concentrated on the research objectives, and developed on the basis of the literature reviewed, and adapted from Harmer (2001) and Graham (2014) for the success of the intended objectives. See also the interview in Appendix D.

3.6.3. Classroom Observation

In addition to the above tools, the researcher uses classroom observation. Classroom observation checklist is designed as supportive data collecting tool for this study because it helps the researcher to cross check the result which are collected by the questionnaires and interview. For this reason, the researcher has a chance to observe when the class is in progress four times for each teacher by arranging the program while they are teaching listening-focused lessons. It is focused on how the teachers apply the comprehension strategies for teaching listening and usage of listening skills and students' interaction with the listening text regarding this, Cohen, (2000:305) stated that observation is a method in which the researcher observes the activities of the subjects under study in a real-life situation and examine how teachers and students behave in the classroom. It also lets the researcher collect data on what people actually do, rather than what they say or will do. In the classroom observation, the researcher uses it to

check whether the teacher uses appropriate strategies in teaching listening skills. The researcher prepares checklist with some questions focusing on whether the teachers motivates their students; helps them in the listening strategies while they listen a text in class, and the overall activities that are performed by the teachers. The checklists also are used to check students' class activity, participation in answering questions to the teacher and their group activities. Hence, the researcher totally conducts 16 classroom observations for twelve hours and twenty minutes. The observation is focused on the EFL teachers' perceptions and teaching practices in teaching listening skills by taking the teachers' teaching strategies and the reaction of the students into consideration. See also the questionnaire in Appendix E.

3.7. Data Collection Procedures

First of all the researcher is formally approach the teachers and the students of the Schools and told them about the purpose of the study. They are asked for their consent or their willingness to cooperate with the researcher in doing the research which let them participate in the study. Besides, they are informed about their responses should confidential and use only for the purpose of the study. After that the researcher distribute the questionnaires to the sample teachers and students and fill them out, the data are collected. Finally, teachers' interview and the classroom observation are conducted.

3.8. Data Analyses Procedure

In accordance with the nature of the data collection tools use for the study, both quantitative and qualitative data analysis methods are applied. Primarily, the teachers and students' responses to each item in the closed-ended questionnaires are analyzed statistically using statistical package for social science (SPSS). Hence, quantitative data analysis method is used to analyze this data. On the other hand, the data collected through the open-ended items of the questionnaires, interview and observation are analyzed using qualitative data analysis method. Therefore, the collected raw data is analyzed using both quantitative and qualitative methods of data analysis so as to reach valid conclusions and appropriate recommendations.

CHAPTER FOUR: FINDINGS AND DISCUSSIONS

Introduction

In order to conduct the study successfully 38 EFL teachers and 296 students' questionnaire which contain both closed-ended and open-ended questions are distributed. The questionnaires are used to find out the teaching strategies that EFL teachers used to teach listening comprehension skills under the three phases of listening. They are also employed to examine the teachers perception in the process of teaching and learning listening as well as the challenges that hinder the teachers and students listening comprehension skills for grade eleven students at the four comprehensive secondary schools, (Yalembirhan, Agazi, Funnotebirhan and Walaku comprehensive secondary schools), Adigrat town. In addition, teachers' interview classroom observations were conducted. The results of the teachers and students' questionnaire were triangulated with the four interviewed teachers and classroom observation. The closed-ended items of the questionnaire were analyzed quantitatively, and the open-ended questionnaires, the teachers' interview and the class room observation were analyzed qualitatively. The data collection tools were designed and analyzed based on the research questions. Therefore, this chapter is all about findings and discussions.

4.1 Findings

4.1.1. Teaching Listening skills

To examine the teaching strategies teachers use to teach activities under the three phases of listening skills in EFL classroom in the four comprehensive secondary schools, the instruments questionnaire, interview and classroom observation are employed. The responses of the questionnaire are presented as follows in table with frequency and percentage. After that, the responses of the interview and the classroom observation are analyzed following it qualitatively

Table 1: Responses on listening strategies teachers used to teach activities done in the pre-listening phase in EFL classroom

N ^o	Items	Re s	Alternatives				
			A	U	St	R	N
	Pre-listening Activities						
1	Arousing student's interest by asking questions before listening	F	4	7	17	8	2
		%	10.5	18.4	44.7	21.0	5.3
2	Elicit connections between the text to be listen and learners' prior knowledge	F	3	5	15	10	5
		%	7.9	13.1	39.5	26.3	13.1
3	Encourage students to discuss key new words.	F	10	14	11	3	-
		%	26.3	36.8	28.9	7.9	0

4	Give opportunities for students to discuss the topics before listening the text to predict the content	F	4	9	16	9	-
		%	10.7	23.7	42.1	23.7	0
5	Teaching the students to preview the listening text by looking at pictures	F	2	5	11	14	6
		%	5.5	13.1	28.9	36.8	15.8

NB: Res = Responses , F = Frequency, St = Sometime, R = Rarely, N = Never

In table 1, teachers were asked about how often they apply listening comprehension strategies in teaching pre-listening skills in EFL classroom. Concerning arousing interest, 4(10.5) and 7(108.4%) of the teachers said that always and usually respectively about teachers initiate the students' by asking questions before listening the text. Whereas, 17 (44.7%), 8 (21.0%) and 3 (7.9) of the teachers said sometimes, rarely and never respectively. Most of the teachers' response inclined towards sometimes, rarely and never about teachers arouse their student's interest by asking questions before listening the text. Thus, these responses indicated that although the teachers sometimes attempted to initiate the students, the way teachers arouse and motivate the students' interest by asking questions before listening the text was less in the EFL classroom.

The responses about activating the students' prior knowledge in connections with the text to be listen show that 3(7.9%) and 5(13.1) of the teachers responded that 'always' and 'usually' respectively. However, 15(39.5%), 10 (26.3%) and 5 (13.1%) of the students said 'sometimes', 'rarely' and never respectively. The teachers' response tended towards sometimes, rarely and never about eliciting connection between the students' prior knowledge activation and the text to be listening was held sometimes. Therefore, it could be understood that students' prior knowledge activation was not given emphasis in pre listening phase although it was essential for teaching listening comprehension skills.

About item 4, 4(10.5%) and 9(23.7%) of the students replied that always and usually respectively about teachers motivate the students to predict what they are going to listen. On the other hand, 16(42.1%) and 9(23.7%) of the teachers responded sometimes and rarely respectively about teachers give opportunities to students in order to discuss the topics before listening the text and to predict the content. The replies of the responses tend towards sometimes and rarely about teachers motivate the students to predict what they are going to listen. From these responses, it could be possible to say that teachers didn't focus on giving opportunities to students in order to discuss the topics before listening the text and to predict the content in the pre listening phase.

With regard to encouraging the students to discuss in pair or group about key words of the text in the pre listening stage, (7.9%), and 10(26.3%) of the students said that always and usually respectively. In contrast, 14(36.8%), and 11(28.9%), of the teachers said that sometimes and rarely respectively. The replies of the teachers inclined towards sometimes and rarely. Thus, it was possible to say that teachers sometimes and rarely encourage the student to discuss in pair or group about key words of the text in the pre listening stage in the actual classroom. This shows that motivating the student to discuss in pair or group about important and key words of the text was given less emphasis in the practice of teaching pre listening skills to comprehend listening.

As to item 5, 2(5.5%) and 5(13.1%) of the students replied that always and usually about teaching the students to preview the listening text by looking at pictures. Whereas, 11(28.9%), 14(36.8%) and 6(15.8%) of the students stated that sometimes, rarely and never respectively. The replies of the teachers' tend towards rarely and sometimes in relation to the extent teachers assist their students to preview the listening text by looking at pictures. Therefore, this could be show that teachers gave less emphasis to teach the students about the listening text by looking at pictures in the pre listening stage.

Table 2: Responses on listening strategies teachers used to teach activities done in the while-listening phase in EFL classroom

Nº	Items	Re s	Alternatives				
			A	U	ST	R	N
	While-listening Activities						
1	Help the students to identify the purpose of the listening text	F	14	12	4	2	-
		%	36.8	31.6	10.5	5.2	
2	Initiate the students to ask and practice listening comprehension questions	F	17	16	5	-	-
		%	44.7	42.1	13.1	0	0
3	Encourage the students to guess meaning of key words or phrases contextually	F	19	15	4	-	-
		%	50.0	39.5	10.5	0	0
4	Support the students to identify the relationships among sentences or paragraphs of the listening texts	F	13	14	8	3	-
		%	34.2	36.8	21.1	7.8	0
5	Motivate the students to identify information stated implicitly	F	5	9	15	6	3
		%	13.2	23.6	39.4	15.7	7.8
6	Using authentic audio-visual materials in teaching listening (e.g. movies, videos, songs, podcasts)	F	-	5	10	18	5
		%	0	13.2	26.3	47.3	13.2

NB: Res = Responses in frequency. St = Sometime, R = Rarely, N = Never

Table 3 is all about teachers' teaching listening strategies used to teach activities done in the while-listening phase. Regarding item 1, 14(36.8%) and 12(31.6%) of the respondents replied that 'always' and 'usually' respectively about teachers teach the students to identify the purpose of the listening text in the classroom. However, 4(28.0%), 2(32.9%) and 19(23.2%) of the students said sometimes and rarely about the item. The responses of the teachers inclined towards always and usually about teachers teach the students to identify the purpose of the listening text in the classroom. Hence, it could be deduced that most teachers used to teach the students about the purpose of the listening text during the while listening phase in the EFL classroom.

About item 2, 17(44.7%) and 10(9.7%) of the teachers said always and usually about teachers initiate the students to ask and practice listening comprehension questions during the while listening stage in the EFL classroom. Whereas 5(13.1%), 25(30.5%) and 19(23.2%) of the students replied sometimes. And none of the teachers said rarely and never about the item. The replies of the respondents tended towards always and usually about teachers initiate the students to ask and practice listening comprehension questions during the while listening stage. Thus, the teachers' responses showed that teachers motivated the students to ask and practice listening comprehension questions during the while listening stage in the EFL classroom.

The other question was about encouragement of students in guessing meanings. In item 6, 19(50.0%) and 15 (39.5%) of the respondents said teachers always encouraged the students to guess key and new words using context. However, 4(10.5 of the teachers replied sometimes, about the item. And none of the teachers replied rarely and never towards the item. The teachers' response tended towards always and usually that teachers encouraged the students to guess meaning of key words and phrases contextually. Thus, most of the teachers encouraged the students to guess meaning of key words or phrases contextually during the while listening stage in the EFL classroom.

In relation to the teachers support the students to identify the relationships among sentences or paragraphs of listening texts, 13(34.2%) and 14(36.8%) of the teachers responded always and usually respectively about practicing the item in the classroom. Whereas 8(21.1%) and 3(7.8%) of the students responded sometimes and rarely about the item. The replies of the teachers inclined towards always and usually about teachers support the students to identify the relationships among sentences or paragraphs of listening texts. Therefore, it could be deduced

that most teachers support the students in the practice of identifying the relationships among sentences or paragraphs of listening texts during the while listening stage in the EFL classroom.

As item 6, 5(13.2%) and 6(7.3%) of the respondents stated usually with regard to the teachers used authentic audio-visual materials in teaching listening skills to the students such as movies, videos, songs, podcasts. But, 10(26.3%), 18(47.3%) and 5(13.2%) of the teachers responded sometimes, rarely and never respectively. The teachers' responses inclined towards sometimes, rarely and never about the item. Therefore, it could be possible to say that most of the EFL teachers didn't apply authentic audio-visual materials in teaching listening (e.g. movies, videos, songs, podcasts) to teach the students during the while listening stage in the EFL classroom.

Table 3: Responses on listening strategies teachers used to teach activities done in the post-listening phase in EFL classroom

No.	Items	Res	Alternatives				
			A	U	ST	R	N
	Post-listening activities						
1	Ask the students to retell the text in a small group after they have listened.	F	2	5	10	14	7
		%	5.2	13.1	26.3	36.8	18.4
2	Ask the students to make an outline, chart map of the organization on the listening text	F	3	6	13	11	5
		%	7.8	15.8	34.2	28.9	13.1
3	Ask the students to infer the writer's message and relate the listening text with their experience	F	2	9	14	8	5
		%	5.2	23.6	36.8	21.1	13.1
4	Giving listening activities for the students that extend to other skills (speaking, reading and writing lessons) like evaluating and synthesizing the listening text	F	4	6	9	13	6
		%	10.5	15.8	23.6	34.2	15.8
5	Ask the students to differentiate facts from opinions	F	-	5	10	15	8
		%	0	13.1	26.3	39.4	21.1
6	Ask the students about what the students already know and what new ideas or inputs they get from the listening text	F	2	5	12	13	6
		%	5.3	13.1	31.5	34.2	15.8
7	Allow the students to listen the text and reflect what they have learnt	F	3	7	15	9	4
		%	7.8	18.4	39.5	23.6	10.5
8	Give feedback and correction for the students on the listening activities	F	19	14	5	-	-
		%	50	36.8	13.2	0	0

NB: Res = Responses in frequency St = Sometime, R = Rarely, N = Never

Table 3 is all about listening strategies teachers used to teach activities done in the post-listening phase in EFL classroom. In line with the teachers ask the students to retell what they have listened, 2(5.2%) and 5(13.1%) of the teachers replied always and usually respectively about asking and motivating the students to discuss in groups and retell using their own words shortly on what they have listened. On the other hand, 10(26.3%), 14(36.8%) and 27(18.4%) of the teachers responded that sometimes, rarely and never respectively about asking and motivating the students to discuss in groups and retell using their own words on what they have listened. The teachers' responses tended towards sometimes, rarely and never. From this analysis, it could be deduced that EFL teachers didn't initiate the students to discuss in groups and retell the text using their own words in post-listening phase in the classroom.

With regard to item 2, 3(7.8%) and 6(15.8%) of the teachers replied always and usually respectively about the teachers ask the students to make an outline, chart or map of the organization on the listening text to check the students understanding. Whereas 13 (34.2%), 11(28.9%) and 5(13.1%) of the teachers responded that sometimes, rarely and never respectively about the item. The replies of the respondents inclined towards sometimes, rarely and never about the teachers ask the students to make an outline, chart or map of the organization on the listening text to check the students understanding in post-listening phase. Therefore, it could be said that most EFL teachers didn't help their students to make an outline, chart or map of the organization on the listening text to check the students understanding in post-listening phase in the classroom.

Regarding item 3, 2(5.2%) and 9(23.6%) of the teachers replied always and usually respectively about the teachers ask the students to infer the writer's message and relate the listening text with their experience. On the other hand, 14(36.8%), 8(21.1%) and 5(13.1%) of the teachers responded that sometimes, rarely and never respectively about the item. The teachers' responses inclined towards sometimes, rarely and never about the item. Based on this analysis, it could be deduced that most EFL teachers didn't teach their students to infer the writer's message and to relate the listening text with their experience in the post listening phase in the classroom.

Referring to item 4, 4(10.5%) and 6(15.8%) of the respondents said that always and usually respectively about teachers provide additional listening activities to the students like evaluating and synthesizing the texts that extends to the other skills namely listening, speaking and writing. Whereas 9(23.6%), 13(36.6%) and 6(15.8%) of the respondents said sometimes, rarely and never respectively about the item. From this analysis, it was reasonably to say that most

EFL teachers didn't teach complex level of listening activities that integrate with the other skills such as analyze ideas and evaluate or decide what is right or wrong about the listening text, synthesize the listening text and create or construct their own new thoughts in the post listening activities in the classroom.

In item 5, 5(13.1%) and 10(26.3%), 15(39.4), and 8(21.1) of the teachers replied that usually sometimes, rarely and never respectively about the teachers ask the students to differentiate facts from opinions in the post listening activities. None of the respondents replied about the item. The teachers' responses tended towards sometimes, rarely and never respectively about it. This analysis showed that most EFL teachers didn't teach the students to differentiate facts from

Concerning item 6, 2(5.3%) and 5(13.1%) of the teachers replied that always and usually respectively about the teachers ask their students to compare what the students already know and what new ideas or inputs they get from the listening text in the post listening phase. On the other hand, 12(31.5%), 13(34.2) and 6(15.8%) of the teachers replied sometimes, rarely and never respectively about the item. The teachers' responses inclined towards sometimes rarely and never towards the item. Thus, it was possible to say that most EFL teachers didn't teach their students to compare what the students already know and what new ideas or inputs they get from the listening text in the post listening phase in the classroom situation.

As item 7, 3(7.8%), 7(18.4%) of the teachers' responses said that always and usually about the teachers allow their students to listen the text and reflect what they have learnt in front of the classroom. However, 15(39.5%), 9(23.6%) and 4(10.5%) of the teachers replied sometimes, rarely and never about the item. The replies of the respondents tended towards sometimes, rarely and never respectively about the item. This analysis could be indicated that most EFL teachers failed to teach their students to reflect what they have learnt after they have listened during the post listening phase in the classroom.

Towards the last item of table 3, 19(50.0%), 14(36.8%) , 5(13.2%) of the teachers replied that always, usually and sometimes respectively about The teachers give feedback and correction to the students on the listening activities in the post listening stage in the classroom. On the other hand none of the respondents said rarely and never about the item. The replies of the teachers tended towards always and usually about the item. This analysis could be showed that EFL teachers provide feedback and correction to their students towards during the post listening activities in the classroom.

Table 4: Students' responses on how their teachers teach listening skills

No.	Items	Res	Alternatives				
			U	A	S	R	N
1	Your teacher teaches pre-listening skills by arousing your interest, asking questions before listening, asking your prior knowledge, showing pictures to predict, identifying the purpose of the text.	F	31	56	75	122	52
		%	10.4	18.9	25.3	41.2	17.5
2	Your teacher teaches while-listening activities through, using audio-visual aids, helping to find the main idea of the paragraphs and the text.	F	21	47	64	130	34
		%	7.0	15.8	21.6	43.9	11.4
3	Your teacher teaches you while-listening skills such as encouraging to guess meaning of key words or phrases contextually and allowing to ask and answer some comprehension questions	F	73	137	52	21	13
		%	24.6	46.2	17.5	7.0	4.3
4	Your teacher teaches you post listening skills to summarize and retell for your classmate, make an outline, chart, map or diagram of the organization on the listening text, analyze, evaluate, compare and contrast what you already know and what new ideas or inputs you get from the listening text, to reflect what you have learnt, and giving activities that extend other skills	F	18	24	70	139	45
		%	6.0	8.1	23.6	46.9	15.2

NB: Res = Responses i, F = Frequency, U = Usually A = SAlways, St = Sometime, R = Rarely, N = Never

In table 4, students were asked about how often their teachers teach listening skills in EFL class room. Concerning pre-listening skills, 31(10.4) and 56(18.9%) of the students said that always and usually respectively about teachers teaches pre-listening skills by arousing the students interest, asking questions before listening, asking their prior knowledge, showing pictures to predict, identifying the purpose of the text. However, 75 (25.3%), 122(41.2%) and 52 (17.5) of the students said sometimes, rarely and never respectively. The students' responses inclined towards rarely and never about the item. Thus, these responses indicated that although the teachers rarely attempted to teach pre-listening skills for the students, most EFL teachers taught pre-listening activities very less in the classroom. As a result, teachers didn't make the students to practice the main skills of pre-listening activities in the classroom

Regarding item 2, 21(7.0%) and 47(15.8%) of the respondents replied that 'always' and 'usually' respectively about the teachers teach while-listening activities through, using audio-visual aids, helping to find the main idea of the paragraphs and the text. Whereas, 64(21.6%), 130(43.9%) and 34(11.4%) of the students said sometimes, rarely and never respectively about the item. The replies of the respondents inclined towards rarely about teaching the activities. Hence, it

could be deduced that students rarely learnt while-listening activities through, using audio-visual aids, finding the main idea of the paragraphs and the text in the EFL classroom.

As to item 3, 73(24.6%) and 137(46.2%) of the respondents replied that ‘always’ and ‘usually’ respectively about the teachers teach while-listening activities such as guessing meaning of key words or phrases contextually and asking and answering some comprehension questions in the EFL classroom. On the other hand, 52(17.5%), 21(7.0%) and 13(4.3%) of the students said sometimes, rarely and never respectively about the item. The replies of the respondents inclined towards always about teaching the activities. Hence, it could be deduced that students usually learnt while-listening activities through guessing meaning of key words or phrases contextually and asking and answering some comprehension questions in the EFL classroom. This indicated that tried to teach some listening activities for their students in the while-listening phase in the classroom.

Towards the post listening activities of item 4, 18(6.0%) and 24(8.1%) of the respondents replied that ‘always’ and ‘usually’ respectively about the teachers teach post listening skills for the students to summarize and retell for their classmate, make an outline, chart, map or diagram of the organization on the listening text, analyze, evaluate, compare and contrast what they already know and what new ideas or inputs they get from the listening text, to reflect what they have learnt, and giving activities that extend other skills. However, 70(23.6%), 139(46.9%) and 45(15.2%) of the students said sometimes, rarely and never respectively about the item. The students’ responses tended towards rarely about teaching the activities. Therefore, it could be said that EFL teachers didn’t instruct the main listening skills of post-listening phase for the students in the classroom. This showed that students weren’t motivated to practice the post listening activities in the class.

In addition to the teachers’ and students questionnaire, teachers interview and classroom observation were conducted. The interviewed teachers also suggested some techniques and comprehension strategies used to teach listening skills in the classroom. Based on the teachers’ responses, T1 said that he sometimes used group work and pair work when he taught listening lessons so as to express their idea freely, and motivated to raise questions which weren’t clear for them in the actual classroom. Moreover, T2 replied that he encouraged them to guess the meaning of unfamiliar words contextually when she taught listening the text. She also gave them class works to comprehend the listening text when she was taught in EFL classrooms. T3 also responded that he used pair and group works, and asked them different activities when he taught listening comprehension. On the other hand T4 replied that he was used to asking and answering questions strategies when he taught listening text.

The teachers' responses indicated that certain comprehension strategies were used by EFL teachers no matter how effectively implemented in the actual classroom. However, it couldn't be denied some important strategies of teaching listening skills. Such as, arousing the students interest by asking questions before they listen, activating prior knowledge to predict the text to be listen and teaching the students to preview the listening text by looking at pictures. Supporting the students to identify the relationship between or among sentences or paragraphs using connectors, and using authentic audio-visual materials in teaching listening (e.g. movies. videos, songs, podcasts) are among the strategies that were denied by the teachers. The teachers didn't also support the students to identify the purpose or type of texts (expository, narrative, argumentative, and descriptive) using the concepts of the listening text. Furthermore, the teachers denied to teach the students to recognize implied information stated in the listening text to think deeply and infer beyond the listening text, to consolidate the listening skill with other skills by giving activities that help students to learn higher and complex level skills such as analysis, evaluation, synthesize and creating or constructing based on what they have listened. The students weren't supported to make an outline, chart, table, map or diagram to organize the listening text. They weren't also asked to the students to reflect their idea towards the writers' point of view in order to differentiate the purpose of the listening text, and to relate the text with their experience or situation in order to use the language in communication. Asking the students to summarize the listening text using their own words and to retell orally for their classmate, and encouraging the students to compare what the students already know and what new ideas or inputs they get from the listening text were among the major comprehension strategies which were not practiced by the EFL teachers to teach listening comprehension skills in the actual classroom.

Furthermore, the EFL teachers were observed in order to examine the listening strategies they used in the actual classroom. To some extent the teachers used group discussion, motivating students to ask and answer questions in the teaching of listening skills in EFL classroom. On the other hand, the EFL teachers were used to guess meaning of unfamiliar words contextually to comprehend listening text.

However, most of the teachers weren't observed using the strategies especially arousing the students' interest, activating their prior knowledge, using authentic audio-visual materials in teaching listening (e.g. movies. videos, songs, podcasts) to understand the listening text. They also denied assisting them to notice the relationships among sentences or paragraphs indicated by transitional words or phrases, and they weren't instructing them to identify the type of texts

(expository, argumentative, narrative and descriptive) using the concepts of the listening text. Besides, they weren't observed asking the students to find implied idea stated in the listening text to think deeply and infer beyond the listening text. The teachers weren't also observed asking the students to visualize the listening text in order to creating mental image on their mind, giving listening activities that extended and consolidated with other skills. The students weren't asked to reflect their idea towards the writers' attitude or feeling, and they weren't instructed to make an outline, chart, table, map or diagram to organize the listening text. Furthermore, asking the students to relate the listening text with their real life situation, asking them to sum up the listening lesson using their own words were among the main teaching comprehension listening strategies which were not practiced by the observed EFL teachers to teach listening skills in the EFL classroom.

Generally, the responses from the teachers' and students questionnaires, teachers' interview and the classroom observation illustrated that the strategies teaching of listening skills in EFL classroom could be achieved successfully using various comprehension strategies. However, EFL teachers weren't frequently using the listening strategies in the EFL classroom, especially arousing students' interest, activating prior knowledge, using authentic audio-visual materials (e.g. movies, videos, songs, podcasts), supporting to identify relationships and text types, supporting to explain implied information, organizing, inferring, interpreting, summarizing, analyzing, synthesizing and evaluating listening texts. In short, based the findings of the questionnaire, interview and classroom observation, it could be inferred that EFL teachers didn't effectively teach listening skills because they didn't frequently use the various listening comprehension strategies in the EFL classroom.

4.1.2. Teachers' perception in teaching listening skills

In order to investigate the EFL teachers' perception in teaching listening skills for grade eleven students at the four comprehensive secondary schools questionnaire, interview and classroom observation are employed as instruments. The responses of the questionnaire are presented in table 5 with statistical analysis. Then, the findings of the interview and the classroom observation are analyzed following it qualitatively.

Table 5: Responses to Teachers' perception in Teaching Listening skills

N ^o	Teachers' perception in teaching listening skills	Re s	Alternatives				
			SA	A	UD	D	SD
1	Teaching listening is interesting and important skill in EFL classroom.	F	16	19	0	3	0
		%	42.1	50	-	7.9	-
2	Teaching listening is difficult skill.	F	10	17	0	8	3

		%	26.3	44.7	-	25	7.9
3	In your view, teaching listening is not as important as teaching the other language skills so you skip it.	F	10	15	0	8	5
		%	26.3	39.5	-	21.0	13.1
4	Listening is a basic skill.	F	12	17	0	7	2
		%	31.6	44.7	-	18.4	5.2
5	You believe that teaching listening skill is time consuming to design and to instruct in EFL classroom	F	11	18	0	9	0
		%	28.9	47.5	-	23.6	-
6	You feel that listening skill is more improved and developed naturally as we grow than teaching in class	F	12	14	0	8	4
		%	31.6	36.8	-	21	10.5
7	You think it is more important to present the new language items than listening in the class.	F	10	15	0	11	3
		%	26.3	39.5	-	28.9	7.8
8	You think students don't like learning listening skill as it was not part of national exam, so you don't focus on teaching it	F	9	18	0	7	4
		%	23.7	47.3	-	18.4	10.5
9	In your view, students do not want to learn listening skills	F	16	20	0	2	0
		%	42.1	52.6	-	2.2	-
10	Teachers should encourage learners' knowledge of themselves, knowledge of listening tasks and knowledge of listening strategies.	F	20	18	0	0	0
		%	52.6	47.3	-	-	-

NB: *Res* = Responses in frequency, *SA* = Strongly Agree, *A* = Agree, *UN* = Undecided, *D* = Disagree, *SD* = Strongly Disagree,

Table 5 is all about teachers' perception in teaching listening skills in EFL classroom. With regard to item 1, 16(41.1%) and 19(50. %) of the respondents replied that 'strongly agree' and 'agree' respectively about teaching listening is interesting and important skill in EFL classroom. However, 3(7.9%) of the respondents replied 'disagree', and none of the respondents replied undecided, and 'strongly disagree about the item. The highest percentage of responses of the teachers inclined towards agree and strongly agree about teaching listening is interesting and important skill in EFL classroom. This indicated that EFL teachers had a positive outlook towards the importance of listening skill and their interest to teach the skill in the classroom.

With regard to item to 2, 10(26.3%) and 17(44.4%) of the respondents replied that 'strongly agree' and 'agree' respectively about teaching listening is difficult skill in the actual classroom. On the other hand, 8(25%) and 3(7.9%) of the respondents replied 'disagree' and 'strongly disagree' respectively about teaching listening is difficult skill in the actual classroom. None of them replied undecided. The teachers response inclined towards 'strongly agree' and 'agree' respectively about teaching listening is difficult skill in the actual classroom. Therefore, the

responses implied that EFL teachers perceived that listening is a complex process in preparing and delivering listening lessons.

Regarding item 3, 10(26.3%) and 15(39.5) of the respondents replied that agree and strongly agree respectively about teaching listening is not viewed as important as teaching the other language skills such as grammar, vocabulary, reading and writing skills. On the other hand, 8(21.0%) and 5(13.1%) of the respondents replied 'disagree' and 'strongly disagree' respectively about teaching listening is not as important as teaching the other language skills. None of them said undecided about the item. Most of the respondents (65.8%) revealed that it is important to teach the language skills such as grammar, vocabulary, reading and writing skills so listening skill could be skipped in EFL classroom. Therefore, it could be deduced that EFL teachers perceived as listening is the least important skill of the other language skills such as grammar, vocabulary, reading and writing skills.

As illustrated in item 4, 12(31.6%) and 17(44.7%) of the respondents replied that 'strongly agree' and 'agree' respectively, but 7(18.4%) and 2(5.2%) of them 'disagree' and 'strongly disagree' respectively about teaching listening is a basic skill in the class room. The replies of the respondents which is 29(76.3%) tend to 'strongly agree' and 'agree' about teaching listening is a basic skill. This implied that EFL teachers viewed as listening skill is important skill in teaching English as a foreign language in the classroom.

As stated in item 5, 11 (28.9%) and 18 (47.5%) of the respondents said that 'strongly agree' and 'agree' respectively referring their belief that teaching listening skill is time consuming to design and to instruct in EFL classroom. On the other hand 9(23.6%) of the respondents stated that disagree towards their belief in which teaching listening skill is time consuming to design and to instruct in EFL classroom. And none of the respondents said strongly disagree and undecided about the item. Most of the respondents that is 29 (76.3%) tend to 'strongly agree' and 'agree' respectively referring their belief in which teaching listening skill is time consuming to design and to instruct in EFL classroom. This justified that most EFL teachers believed teaching listening skill was time consuming to design and to instruct in EFL classroom. Thus, it could be said that the outlook of EFL teachers in teaching listening skill was time consuming to design and to instruct, so it was given little attention while teaching in the classroom.

Item 6 showed that 12 (31.6%) and 14 (36.8%) of the respondents replied that 'strongly agree' and 'agree' respectively' about their feeling that listening skill was more improved and

developed naturally as EFL listeners grow than teaching in classroom. Whereas 8(21%) and 4(10.5) of the respondents said that disagree and strongly disagree about their feeling that listening skill was more improved and developed naturally as EFL listeners grow than teaching in classroom. None of them said undecided about the item. The replies of the respondents tended towards strongly agree and agree about EFL teachers felt that listening skill was more improved and developed naturally as EFL listeners grow than teaching in classroom. Therefore, it is possible to deduce that most EFL teachers perceived that listening skill was more improved and developed though practicing outside than in the classroom.

As to item 7, 10(26.3%) and 15(39.5%) of the respondents responded that 'strongly agree' and 'agree' respectively about listening was more important to present the new language items than listening items in the class. On the other hand, 11(28.9%) 3(7.8%) of the respondents replied 'disagree' and 'strongly disagree' respectively about listening was more important to present the new language items than listening items in the class. The replies of the teachers inclined towards strongly disagree' and 'disagree' about listening skills were more important to present the new language items than listening items in the class. Hence, it was possible to deduce that EFL teachers perceived that teaching the new language items such as grammar, vocabulary, reading and writing skills were more important than teaching listening lessons in the classroom.

According to item 8, 9(23.7%) and 18(47.3%) of the respondents replied that 'strongly agree' and 'agree' respectively about teachers believed that students didn't like learning listening skill as it was not part of national exam, so they didn't focus on teaching it. However, 7(18.4%) and 4(10.5%) of the respondents replied 'disagree' and 'strongly disagree' respectively about teachers believed that students didn't like learning listening skill as it was not part of national exam, so teachers didn't focus on teaching it. The teachers' responses inclined towards 'strongly agree' and 'agree about listening skill was not part of national exam, so they didn't focus on teaching it. This implied that most EFL teachers perceived that little attention were given to listening lessons because teachers believed that students did not want to learn and it wasn't part of national exam.

With regard to item 10, 20(52.6%) and 18(47.3%) of the respondents replied that 'strongly agree' and 'agree' respectively about teachers believed that they should encourage learners' knowledge of themselves, knowledge of listening tasks and knowledge of listening strategies. However, none of the respondents replied 'disagree' and 'strongly disagree' respectively about teachers believed that they should encourage learners' knowledge of themselves, knowledge of

listening tasks and knowledge of listening strategies. The responses of the teachers inclined towards 'strongly agree' and 'agree' about teachers believed that they should encourage learners' knowledge of themselves, knowledge of listening tasks and knowledge of listening strategies. This indicates that EFL teachers viewed that when they were teaching listening tasks, they should encourage learners' knowledge of themselves, knowledge of listening tasks and knowledge of listening strategies although teachers gave less emphasize than the other language skills.

Besides to the teachers' questionnaire, teachers' interview was applied to explore the EFL teachers' perception in teaching listening skills. With regard to teacher 1 point of view, although teaching listening is crucial for the development of language literacy, it is difficult to apply the theoretical approaches in to practice due to the fact that there are not convenient situations and opportunities to speak the language outside the schools. It also takes much time to implement the activities in the classroom. The second interviewed teacher perceived that teaching listening is useful but it is more important to focus on the other language skills because listening activities are not part of the national exam, as a result the students haven't interest to learn the skill. The image and understanding of teacher 3 indicated that listening instruction is important; however, it is challenging since it needs authentic materials and technical equipment. It takes much time to practice the activities in the leaching-learning in the classroom. The awareness of teacher 4 showed that teaching listening is needed but he didn't practiced appropriately due to shortage of time, inaccessibility of required listening devices, less emphasize and little interest towards the skill.

Furthermore, classroom observation was applied, and the teachers taught listening through immediately introducing the title in order to listen the text. After that they were told their students to work out the meaning of vocabulary words contextually. However, the teachers didn't practice the listening activities following the stages of the skill. This shows the teachers awareness and emphasize on teaching listening strategies and knowledge of listening tasks became less.

Generally, based on the teachers' questionnaire, interview and classroom observation, EFL teachers believed that although teaching listening was important and basic skill it was difficult to apply the listening activities in the classroom due to different reasons. Such as EFL teachers didn't deliberately design activities to their learners to use several listening strategies. EFL teachers believed that students show low interest to learn the listening skills because they consider it is difficult skill to develop due to its accent and pronunciation. And it is difficult to apply the theoretical approaches in to practice due to the fact that there are not convenient situations and

opportunities to speak the language outside the schools. It also takes much time to implement the activities in the classroom. It could be deduced that the perception of most EFL teachers in teaching listening skills was likely less and relatively negative although some teachers believed as listening is a basic skill for language learning and teaching.

4.1.3. Challenges of Teaching Listening skills

To investigate the teachers and students related problems that make teaching listening skills challenging for grade 11 students at the four comprehensive secondary schools, the instruments questionnaire, interview and classroom observation were employed. The responses of the questionnaire were presented as follows in table with frequency and percentage. After that, the responses of the interview and the classroom observation were analyzed following it qualitatively

Table 6: Responses on Teachers related problems that make teaching EFL listening skills challenging

N ^o	Items	Res	Alternatives				
			SA	A	UD	D	SD
1	Failure to activate the students' prior-knowledge	F	6	10	1	9	7
		%	15.7	26.3	2.6	23.6	18.4
2	Limited knowledge of text contents	F	13	15	-	6	4
		%	34.2	39.5	0	15.7	10.5
3	Failure to arrange opportunities for students to practice listening skills in the class room	F	11	16	2	6	3
		%	39.0	30.5	4.9	15.7	7.8
4	Lack of teachers interest and determination	F	10	8	-	16	4
		%	26.3	21.0	0	42.1	10.5
5	Difficulties in accent and pronunciation of words correctly	F	16	10	-	9	3
		%	30.5	26.3	0	23.6	7.8

NB: Res = Responses in frequency, SA = Strongly Agree, A = Agree, UN = Undecided, D = Disagree, SDI = Strongly Disagree

Table 2 is all about the teachers' related problems that make teaching listening skills in EFL classroom. With regard to item 1, 6(15.7%) and 10(26.3%) of the respondents replied that 'strongly agree' and 'agree' respectively about teachers' failure to activate students prior-knowledge as a problem faced when teachers teach listening skills in EFL classroom. However, 9(23.6%) and 7(18.4%) of the respondents replied 'disagree' and 'strongly disagree' respectively about teachers' failure to activate students prior-knowledge as a problem when they teach listening skills in EFL classroom. The responses of the teachers inclined towards 'strongly agree' and 'agree' about teachers' failure to activate students' prior-knowledge as a problem faced when they listening skills in EFL classroom. Thus, teachers' failure to activate students' prior-knowledge had a negative impact and challenging on teaching listening skills to

the students. This indicates that when the students' schema knowledge isn't activated, they don't make connection between their previous knowledge and the listening text, and this makes teaching listening skill become challenging in the EFL classroom.

With regard to item 2, 13(34.2%) and 15(39.5%) of the respondents replied that 'strongly agree' and 'agree' respectively about teachers' limited knowledge of target language as a problem in teaching listening for the students in the actual classroom. On the other hand, 6(15.7%) and 4(10.5%) of the respondents replied 'disagree' and 'strongly disagree' respectively about teachers' limited knowledge of target language as a problem of teaching listening for the students in the classroom. The teachers' responses inclined towards strongly disagree and disagree about teachers' limited knowledge of target language as a problem for teaching of listening for the students. Therefore, EFL teachers' limited knowledge of the target language could be a challenge in teaching listening skills in the actual class room.

As illustrated in item 3, 11(39.0%) and 16(30.5%) of the respondents replied that 'strongly agree' and 'agree' respectively, but 6(15.7%) and 3(7.8%) of them 'disagree' and 'strongly disagree' respectively about the teachers' failure to arrange opportunities for students to practice listening skills was a challenging factor of teaching listening skills in the class room. The replies of the teachers' inclined towards 'strongly agree' and 'agree' with regard the teachers' failure to arrange opportunities for students to practice listening skills was a challenging factor of teaching listening skills failure to arrange opportunities for students to practice listening skills was a challenging factor of teaching listening skills in the class room.

As to item 4, 10(26.3%) and 8(21.0%) of the respondents responded that 'strongly agree' and 'agree' respectively about lack of EFL teachers' interest and determination as a problem for the teaching listening skill for the students in the actual classroom. On the other hand, 16(42.1%) 4(10.5%) of the respondents replied 'disagree' and 'strongly disagree' respectively about lack EFL teachers' interest and determination as a problem of teaching listening skills for the students. The replies of the teachers inclined towards 'strongly disagree' and 'disagree' about lack of EFL teachers' interest and determination could be challenging in teaching listening skills in the classroom Hence, it was possible to deduce that lack of EFL teachers' interest and determination in teaching listening skill was less likely negative impact on teaching listening for the students in the actual classroom.

According to item 5, 16(30.5%) and 10(26.3%) of the respondents replied that 'strongly agree' and 'agree' respectively about problem of teachers' accent and pronunciation of words correctly could be challenging of teaching listening skills in the classroom. However, 9(23.6%)

and 3(7.8%) of the respondents replied ‘disagree’ and ‘strongly disagree’ respectively about problem of teachers’ accent and pronunciation of words correctly could be challenging of teaching listening skills in the classroom. the responses inclined towards ‘strongly agree’ and ‘agree’ towards the item. Thus, this justified that the teachers’ accent and pronunciation became a challenge in teaching listening skills in the classroom.

Moreover, in the open-ended questions of the questionnaire, the teachers were asked to write additional problems that make teaching listening skills challenging for them in the EFL classroom. Most teachers said that they faced challenges during listening instruction in the EFL classroom, because they were not used flexible strategies depending on the purpose of the listening content and students’ interest. They also stated that since it is not part of the national exam and teaching listening texts need or take much time to apply in the classroom, the teachers prefers to practice the other language skills to cover the text. Except in the classroom, students weren’t used the language outside the class because there were not speakers that motivate to expose students adequately to a foreign language. The teachers were further asked to forward the possible remedies for the identified problems. Some teachers responded that developing their listening abilities through several techniques such as telephone conversation, listening audio-visual activities, and interest and having positive attitude towards the skill like the other skills.

In addition to the teachers questionnaire, teachers interview were applied to explore teacher related problems that make teaching listening skills challenging, they stated that accent and pronunciation, lack of enough support provided to students, lack of interest in the course, not creative and undergoing continuous training, fail to use different strategies to teach EFL listening lessons.

Table 7: Responses on students related problems that make teaching EFL listening skills challenging

No	Items	Res	Alternatives				
			VG	G	ST	R	N
1	Listening is difficult skill.	F	31	153	58	32	22
		%	10.4	51.7	19.6	10.8	7.3
2	Having limited vocabulary knowledge.	F	41	146	56	35	18
		%	13.9	49.3	18.9	11.8	6.1
3	Having limited grammar knowledge	F	18	151	67	38	22
		%	6.1	51.0	22.6	12.8	7.3
4	Having lack of listening practice in leisure time.	F	48	145	49	37	18
		%	16.0	48.8	16.5	12.5	6.2
5	Negative attitude towards English teachers	F	26	36	44	114	76
		%	8.7	12.1	14.9	38.5	25.7
6	Having great tiredness (fatigue).	F	21	34	46	102	87

		%	7.0	13.3	15.4	34.3	29.3
7	Having low level of language processing	F	61	131	62	24	18
		%	20.6	44.3	20.9	8.1	6.0
8	Having less awareness on listening comprehension strategies	F	56	133	59	28	20
		%	18.8	44.8	19.9	9.4	6.8

NB: Res = responses infrequency, VG = Very Greatly, G = Greatly, ST = Sometimes, R = Rarely N = Never

In Table 5, students were asked to what extent the students' related problems make teaching EFL listening skills challenging for the students in the classroom. As to item 1, 31(10.4%) and 153(51.7%) of the students said that listening was difficult skill to learn in EFL classroom 'very greatly' and 'greatly' respectively. However, 58(19.6%), 32(10.8%) and 22(7.3%) of the respondents said 'sometimes', 'rarely' and 'never' respectively in the process of teaching and learning listening is difficult skill in EFL classroom. The degree of students' responses about the difficulty level of listening was inclined towards 'very greatly' and 'greatly' respectively. The responses show that this item contributes greatly for the starting point of the teaching problem when students said listening skill was difficult.

According to item 2, 41(13.9%) and 146(49.3%) of the students responded that limited vocabulary knowledge affect listening instruction skills 'very greatly' and 'greatly' respectively. However, 56(18.9%), 35(11.8%) and 18(6.0%) of the students responded 'sometimes', 'rarely' and 'never; respectively about the item. The responses of the students tend towards 'very greatly' and 'greatly' towards the item. This analysis clearly indicated that students' limited vocabulary knowledge made listening instruction challenging and had a negative impact on the students listening comprehension skills in EFL classroom.

With regard to item 3, 18(6.1%) and 151(51.0%) of the students confirmed that limited grammar knowledge could a challenge during the spot of listening activities very greatly and greatly respectively. On the other hand, 67(22.6%), 39(12.8%) and 22(7.3%) of the students said sometimes, rarely and never respectively. The students' responses inclined towards very greatly and about the item. This indicates that limited grammar knowledge of the students made teaching listening skills challenging in the EFL classroom.

In item 4, the students were asked to what extent lack of listening practice in leisure time affects listening instruction. In relation to this item, 48(16.0%) and 145(48.8%) of the students revealed that lack of listening habit in leisure time affects listening instruction 'very greatly' and 'greatly' respectively. However, 49(16.5%), 37(12.5%) and 18(6.2%) of the respondents replied that sometimes, rarely and never respectively. Most of the responses of the students

showed that very greatly and greatly about the item. Thus, it could be deduced that lack of the students' listening practice in leisure time negatively influences listening instruction in the classroom.

Table 1 of item 5, showed that 26(8.7%) and 36(12.1%) of the students responded that students negative attitude towards their EFL teachers' affect very greatly and greatly. On the contrary, 44(13.9%) 114, (38.5%) and 76 (25.7%) of the students confirmed that sometimes, rarely and never respectively. The students' responses indicated that the replies of the respondents inclined towards rarely and never respectively about students' negative attitude towards their EFL teachers as a problem of teaching listening skills. The findings shows that students' negative attitude towards their English teachers was less likely a challenge in the listening instruction in the classroom.

As item 6, 21(7.0%) and 34(13.3%) of the respondents replied that very greatly and greatly respectively about the students have great tiredness (fatigue) in listening instruction. Whereas 46(15.4%), 102(34.3%) and 87(29%) of the respondents said that sometimes, rarely and never respectively about the item. The replies of the respondents inclined towards sometimes, rarely and never respectively about the item. This indicated that the students' tiredness (fatigue) in listening couldn't a main challenge of listening instruction in the EFL classroom.

In item , 61(20.6%) and 131(44.3%) of the responses said very greatly and greatly respectively about the students' low level of English language processing ability was a problem of their listening instruction. On the other hand, 62(20.9%), 24(8.1%) and 18(6.0%) of the respondents said sometimes, rarely and never respectively. The replies of the respondents tend towards very greatly and greatly about their low level of EFL processing ability was a problem of their listening instruction. Thus, the responses implied that students' low level of language processing had great negative impact during the listening instruction. As a result, teaching listening texts for the students became challenging in the classroom.

About the last item of table 1, 56(18.8%) and 136(44.8%) of the students replied that very greatly and greatly about their less awareness on listening comprehension strategies as a problem of listening instruction. However, 59(19.9%), 28(9.4%) and 20(6.8%) of the students replied that sometimes, rarely and never respectively. The replies of the students inclined towards very greatly and greatly about their less awareness on listening comprehension strategies as a problem of listening instruction. Therefore, the responses implied that students'

less awareness on listening comprehension strategies had great negative impact in during the listening instruction in the EFL classroom.

Moreover, in the open-ended questions of the questionnaire, the students were asked to write additional problems that make teaching listening skills challenging for them in the EFL classroom. Most students said that they encountered challenges during listening instruction in the EFL classroom, because they had lack of students' effort and lack of listening habit were the problems. The students were further asked to forward the possible remedies for the identified problems. Some students responded that developing their listening habit through listening different informational recorded materials and understanding the importance of listening in the teaching and learning of a language were among the possible remedies for the problems. Hence, it was possible to deduce that the contribution of the students could be remedies for the challenges that happen during the listening instruction in EFL classroom.

In addition to the students questioner, teachers interview and classroom observation were employed. In relation to the teachers' interview, they mentioned various students' related problems that make listening instruction challenging. For example, T1 said, "I think the students background knowledge is one of the major problems. Their background knowledge on study skill of listening is a problem". Similarly, T2 said, "The first thing I understand from the students is that their background knowledge is less. And little awareness on the study skills of listening lessons is also problems. The students have less interest to learn". Moreover, T3 and T4 responded that EFL learners came across listening comprehension problems during the EFL classroom because of low listening habit, weak language processing, weak decoding(interpreting and translating information) of listening skills, insufficient memory and lack of active processing. In short, the interviewed teachers replied that students' limited vocabulary knowledge, lack of the students 'listening habit, lack of students listening interest, limited effort of students were the major students related problems encountered during listening instruction in EFL classroom.

Finally, classroom observation was conducted to find out the students related problems that make teaching listening skills challenging in EFL classroom. According to the observation, in most students it was observed that they had lack of interest in attending and practicing activities like pre listening, while listening and post listening activities. In addition, it was observed that most students had passive participation in asking and answering questions; had reserved efforts to listen the text; have less attention in following teachers' instruction were the main problems that make teaching listening skills challenging in EFL classroom.

To conclude, the findings from the questionnaires, interview and classroom observation justified that there were various students' related problems that make teaching listening skills challenging in EFL classroom. Even though all of the problems explained had their own influences in teaching listening comprehension skills, limited knowledge of vocabulary, lack of listening practice, lack of students' interest to listen and to attend consciously, lack of listening habit in their leisure time, reserved efforts, less awareness on listening comprehension strategies and poor language processing were the major students related problems in EFL classroom.

4.2. Discussion

Discussions have been made based on the findings of the study and the literature review considering the research questions and objectives of the study. Regarding listening strategies teachers use to practice the activities under the three phases of listening skills, teachers' questionnaire, teachers interview and classroom observation were employed. The findings justified that most EFL teachers didn't practice the main techniques of teaching listening skills. These are arousing learners' interest by raising activities before they listen, activating their prior knowledge to predict the text to be listened and previewing the listening text by looking at pictures before the listening text. Referring to this, As Helgesen (2003) stated when teachers didn't teach pre-listening tasks or activities that initiate and prepare the learners to predict what they are going listen, learners fail to make connection between their previous knowledge with the listening text to be listened, the teachers didn't also support the students to identify the purpose or type of texts (expository, narrative, argumentative, and descriptive) using the concepts of the listening text and they weren't motivated the students continue to listen it.

From this, it could be inferred that EFL teachers didn't apply the strategies or techniques that should be practiced on teaching the activities under pre listening phase in EFL classroom. Therefore, first teachers need to find out what the students know and balance with their background knowledge before presenting a new text, and have to ask questions to them that arouse their interest while previewing the text. Here, when students were provided opportunities to link their own experience and knowledge of the new information, listening instruction could be carried out appropriately and effectively and students were better able to comprehend the text.

Besides, the findings illustrated that teachers denied practicing the following techniques during the teaching of while listening activities. Supporting the students to use authentic audio-visual materials (e.g. movies. videos, songs, podcasts), asking the students to identify

relationships and text types, supporting to explain implied information, asking the function of cohesive devices and to show how sentences and paragraphs interrelated and well organized, and engage them to practice activities from several types of listening texts in order to check their understanding were the techniques. Supporting to this, Underwood (1989), Gilakjani & Ahmadi, (2011) confirmed that unless teachers support the students to practice different tasks like, identifying implied information, create mind image of text message, connect text message to previous experience, prove/ disprove predictions, completing comprehension questions like true or false, multiple choice questions and gap filling, teachers fail to apply the appropriate teaching strategies as a result teaching become ineffective. This implied that EFL teachers had limited awareness on comprehension strategies while teaching listening skills in the actual classroom. Therefore, EFL teachers should have deep knowledge of the subject matter or content and develop the appropriate methods of teaching skills so as to assist the EFL learners to become effective listeners.

The findings further justified that EFL teacher didn't teach listening skills integrated with other skills (listening, writing and speaking), and they didn't facilitate them to compare, synthesize and evaluate information from the provided listening texts. Teachers also denied helping the students to consider the non-immediate consequences of the arguments used by the author, helping them reflect about the implications and applications of the author's point of view, asking them to make connections to other texts, relating the arguments to other topics learned in class, and relating the author's arguments to their own experiences were among the main techniques of EFL teachers to teach listening skills in the post listening phase in the actual classroom. Referring to this, Underwood (1989), Gilakjani & Ahmadi, (2011) stated that when EFL teachers didn't support learners to decide what are important in the texts and putting them in their own words, let them discuss in pair and group to retell the listening text EFL teachers used failed to use appropriate and effective strategies to teach the students. He also added that when teachers didn't support to identify the writers strength, thoughts, encourage them to understand what the author intends, help them reflect about the implications and applications of the author's attitude, ask them to make connections to other listening texts, to relate the arguments to other topics learned in class, and to relate the author's arguments to their own experience, EFL learners also encountered ineffective teaching strategies. It could be inferred that EFL teachers had limitations in asking consolidating questions that extended the other skill supporting them to make an outline, chart, table, map or diagram to organize the listening text. The also denied asking them reflect their idea towards the writers' point of view in order to differentiate the purpose of the listening text, relating the text with their experience or situation

in order to use the language in communication and synthesize, interpret listening texts and judge the writers' feelings are specific techniques that lead the teacher and learners poor listening performances. Therefore, EFL teachers should overcome the above limitations and use appropriate techniques to teach listening effectively in order to improve learners' listening comprehension abilities in the actual classroom

With regard to the teachers' perception in teaching listening skills in the EFL class room, the findings of the teachers' questionnaires, teachers' interview and classroom observation indicated that listening is basic and important skill. Referring to this Guo and Wills (2005) stated that English as a foreign language teaching and learning mainly depends on listening since it provides the aural input that serves as the basis for language learning and enables listeners to interact in spoken communication

Similarly, Fox (2001) suggested that so as to understand and use the English as a foreign language in the class appropriately, teaching and learning listening is significant skill. Therefore, the EFL teachers' have positive outlook towards the importance of teaching listening skills.

On the other hand, most of the EFL teachers' beliefs in teaching listening indicated negatively because of different reasons. They believed that teaching listening is difficult since it needs authentic materials and technical equipment, and it takes much time to practice the activities. They thought that it is difficult to design listening activities to their learners so as to use several listening strategies. EFL teachers believed that students show low interest to learn the listening skills because they consider it is difficult skill to develop due to its accent and pronunciation. They also believed that it is difficult to apply the theoretical approaches in to practice due to the fact that there are not convenient situations and opportunities to speak the language outside the schools. With regard to this idea, Borg, (2003) asserted that teachers teaching perception can be influenced either negatively or positively by the teachers own experiences, students interest, performance, time and other situations. But, Richards (2006) put that listening materials should be authentic as well as based on wide range of contextualized texts as real life materials that help students to be encouraged mainly to reach the communication purposes as language is social phenomena.

The findings also showed that most of the EFL teachers perceived that it is important to present the new language items than listening in the class, and teaching listening is not as important as teaching the other language skills. In contrary to this idea, Lund, (1990), Scarcella and Oxford (1992) point out that teaching listening should be given more emphasis even compared to the teaching of reading skills. The most important implication of teaching listening as most crucial skill is that there would be no language without the aural/oral component. As a large part of

natural communication is aural and oral, the teaching of speaking and listening are given the first rank in in the order of teaching and learning the language skills. It could be inferred that the impression of EFL teachers in teaching listening skills as compared to the other skills became less and negative. Therefore, the researcher strongly believed that EFL teachers should have positive outlook in teaching listening skills since it is one of the most important skills of English language.

With regard to the students' related problems that that make teaching listening skills challenging in the classroom, the findings of the teachers' and students' questionnaires, teachers' interview and classroom observation indicated that students had come across several problems. Such as poor knowledge of vocabulary, lack of students' interest to listen, lack of listening practice, reserved efforts, less awareness on comprehension learning strategies, insufficient background knowledge and poor language processing were the main challenges in the EFL classroom. Referring to this, Buck (2001) and Hasan (2000) explained that unless students have basic sufficient background, vocabulary and grammar, concentration, interest and confidence, active language processing, good listening practice and rich in words, teaching listening skills become challenging and the students fail to comprehend a listening text. These implied that learners' hadn't deep awareness on the purpose of listening, and they weren't guided to listen different materials in their daily activities. They weren't also encouraged to make connection between the listening text and their own knowledge as well as they didn't engage in conscious active learning strategies. It could be inferred that teaching listening skills become challenging since the students have faced various problems in the actual classroom. Therefore, the researchers strongly believed that students should be engaged in conscious active learning and have enough awareness on learning comprehension strategies so as to understand listening passages in the EFL classroom.

Moreover, the findings illustrated that there were teacher related problems that make teaching listening challenging like unable to initiate and observe the students interest, problem of activating learners' previous knowledge, limited knowledge of classifying and designing listening tasks, lack of sharing professional learning and teaching experiences were the major problems. Supporting to this, Atkins, Hailom, and Nuru (1995) put forward that teacher related problems are more of professional aspects. For example, teachers' failure to activate learners' schemata, speed of delivery, pronunciation, use of unknown words, using of signal words, and teachers limited of knowledge for selecting or devising listening comprehension activities under the three stages of listening Hence, teachers should master the content of the subject matter and be aware the strategies of teaching listening skills that help the students to

comprehend a listening text in the actual classroom. Hence, the researcher inferred that the EFL teachers should instruct listening for the students by activating their prior knowledge and memory to construct meaning from a given listening text. Teachers should also support learners with unreserved effort and full determination as well as guide learners to listen different informational listening materials to become an effective listeners.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

Based on the data collected through questionnaire, interview and classroom observation were analyzed quantitatively and qualitatively, the findings were summarized as follows. Concerning the strategies that teachers used to teach listening skills, most teachers didn't focus on some relevant listening comprehension strategies. For instance, arousing the students' interest by asking questions before they listen, activating their previous knowledge and experiences to predict the text to be listen, visualizing the listening text using pictures, assisting them to recognize the relationship between or among sentences or paragraphs using connectors and supporting them to recognize and to identify the purpose of the listening text. The finding further showed that teachers denied teaching relevant skills. Primarily, helping the students to recognize information stated indirectly asking additional activities that consolidate the listening skill with other skills in order to integrate the four skills. Teachers fail to guide them to make an outline, chart, table, map or diagram to organize the listening text, asking them to reflect their idea towards the writers' point of view in order to differentiate the purpose of the listening text, relate the text with their experience or situation in order to use the language in communication. Learners weren't provided activities that help them to interpret, analyze, synthesize, and evaluate listening texts

Regarding the perception in listening instruction in the class room, the findings indicated that although EFL teachers' have positive outlook towards the importance of teaching listening, their impression towards the skill as compared to the other language skills became less. The findings also showed that teachers' teaching perception of listening skills can be influenced either negatively or positively because of different reasons. Such as the teachers own experiences, students' interest, performance, time, difficulty level, availability of listening equipment or materials, pronunciation and other situations.

With regard to the challenges of teaching listening, teachers' related problems include lack of teachers' determination, shortage of teachers' professional training, problem of preparing and selecting activities under the three phases of listening, and problem of sharing experience like unable to initiate and observe the students interest, problem of activating learners' previous knowledge, lack of sharing professional learning and teaching experiences were among the main challenges. In line with the students' related problems that that make teaching listening

skills challenging incorporate limited knowledge of vocabulary, lack of students' interest to listen, lack of listening habit, less awareness on comprehension learning strategies, insufficient background knowledge and poor language processing.

5.2. Conclusion

Based on the findings of the study, the following conclusions were drawn: The findings of the study led to a conclusion that grade 11 EFL teachers at the four comprehensive secondary Schools perceive listening skill is significant for language teaching and learning but it is a difficult skill in EFL teaching and learning process due to several reasons. It could be concluded that the impression of EFL teachers in teaching listening skills as compared to the other skills was given less emphasis in the actual classroom.

The findings of the study further led to the conclusion that the techniques and comprehension strategies that EFL teachers used to teach under the three phase of listening activities in the actual classroom weren't practiced appropriately. Such as arousing students' interest, activating students' prior knowledge, supporting them to identify relationships and text types, supporting to explain implied information, organizing, visualizing. It was also concluded that EFL teachers didn't give emphasis to practice activities like inferring, interpreting, summarizing, comparing listening texts. EFL teachers also denied encouraging the students to identify the writers' intention and perspective, to analyzing, synthesizing and evaluating listening texts. Therefore, students weren't learnt the various activities under the three phase of listening appropriately and effectively in the actual classroom.

It could be concluded that lack of listening interest, less participation, insufficient knowledge of vocabulary, low level of language processing, problem of prior knowledge application and limited knowledge of comprehension strategies were the major students' related problems that make teaching listening skills challenging in the EFL classroom. It was also possible to conclude that lack of determination, problem of accent and pronunciation of words, lack of sharing their experiences, shortage of teachers professional training, Poor language level of teachers, limited knowledge of mastering the subject matter were the major teacher related problems make teaching listening skills challenging in the EFL classroom.

5.3 Recommendation

Based on the findings, discussions and conclusions made, the following recommendations were forwarded:

So as to understand and use the English as a foreign language in the class appropriately, teachers should have positive outlook in teaching listening skills since it is one of the most

important skills of English language. EFL teachers' should give more emphasis like the other language skills.

EFL teachers' inappropriate teaching listening comprehension strategies were also concluded. Therefore, teachers should give more emphasis on listening activities and comprehension strategies in their teaching of listening skills. Especially, to improve and develop teaching listening skills, EFL teachers have to orient and organize the students do different tasks based on pre-listening, while -listening and post -listening activities in the text. Even if a certain phase is missing, teachers need to fill the gap and have to design and prepare supplementary listening activities. Students ought to clearly understand the purpose of listening lessons and the value of the texts and exercises indicated in the listening materials. They should discuss the strategies in each listening activities rather than simply letting students listen and try to answer the questions.

The finding indicated that EFL teachers had challenges in teaching listening comprehension skills mainly due to teachers and students related problems. Hence, EFL teachers should have full determination to teach the learners. Teachers have to share their experiences on the area of teaching listening comprehension skills. EFL teachers should take and develop their professional trainings through engaging in listening several recorded literature reviews and attending short and long term academic courses. Moreover, students should develop their listening practice through listening several informational recorded books, podcasts, movies or audio-visual speeches throughout their life. They should have an interest and purpose for what, how and why they were listening different materials by exerting full efforts. . To develop learners' vocabulary knowledge, EFL teachers should attend, assist and check their students' answers for the classwork and homework by giving constructive correction. The students should also check their understanding through comparing their previous knowledge with the new information, by generating questions and discussing the answers. The students ought to think about what they have listened and learnt; identify the importance to them, and they have to decide whether they like or not the listening text reasonably. Since listening is one of the basic language skills, attention should be given to develop students' competency of listening by using different listening strategies. Finally, the researcher would like to recommend that further studies have to be study on the area of listening especially on how to teach the skills integrating with the other skills in order to enhance both teachers and learners' performance in listening comprehensions lessons.

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Appendixes

Mekelle University

College of Social Sciences and Languages

Department of Foreign Language and Literature

Appendix A. Teachers' Questionnaire

Dear teacher!

I am conducting a research in the title 'teachers' perceptions and practices of teaching listening skills for grade 11 students at the four comprehensive secondary schools (Agazi, Yalembrhan, Funetebrhan and Walaku comprehensive secondary schools), Adigrat town.' As you teach listening skills, your sincere responses to the questions below are of great help for the success of my study. Your genuine responses to all the items is highly beneficial to the quality of the research and thus, for the teaching and learning process of listening skills. Note that your response to the questionnaire has no any mission beyond research purposes. Therefore, I kindly request you to give genuine responses that will be kept confidential. As you give your response, you are not required to write your name.

Thank you in advance for your cooperation.

Sex: Male____ Female_____

Put a tick mark (√) on the scale (5=Strongly Agree 4= agree, 3=Undecided, 2=Disagree, or 1=strongly Disagree) to know teachers' perception in teaching listening skills

N ^o	Teachers' perception in teaching listening skills	1	2	3	4	5
1	Teaching listening is interesting and important skill in EFL classroom.					
2	Teaching listening is difficult skill.					
3	In your view, teaching listening is not as important as teaching the other language skills so you skip it.					
4	Listening is a basic skill.					
5	You believe that teaching listening skill is time consuming to design and to instruct in EFL classroom					
6	You feel that listening skill is more improved and developed naturally as it grows than teaching in class					
7	You think it is more important to present the new language items than listening in the class.					
8	You think students don't like learning listening skill as it was not part of national exam, so you don't focus on teaching it					

9	In your view, students do not want to learn Listening skills					
10	Teachers should encourage learners' knowledge of themselves, knowledge of listening tasks and knowledge of listening strategies.					

11. If you have additional idea, please list on the provided spaces

Put a tick mark (✓) on the scale (5=always, 4= usually, 3=sometimes, 2=rarely, or 1=never) to show how often you use listening strategies to teach activities done in the three stages of listening in EFL classroom

No.	How do you teach listening skills	5	4	3	2	1
1	Arousing you student's interest by asking questions before listening					
2	Teaching your students to predict by showing pictures towards the listening text					
3	Give opportunities for your students to discuss the topics before listening the text					
4	Elicit connections between the text to be listen and my learners' prior knowledge					
5	You teach your students by identifying the purpose before listening					
6	Encourage to predict and to tell information before listening from the title, your students prior knowledge, or clues in texts					
7	Encourage my students to guess meaning of key words or phrases contextually					
8	Support yur students to notice whether the relationships among sentences or paragraphs of texts are illustration, purpose, contrast, addition, reason, example, sequence, cause, condition and so on as indicated by connectors like so, but , and, then, because and the like					
9	Motivate your students to identify information stated implicitly					
10	Visual aids are used in your classroom when I teach listening skills					
11	You use authentic audio materials in teaching listening (e.g. movies, videos, songs, podcasts)					
12	Ask your students to retelling the listening text in a small group					
13	Ask your students to make an outline, chart, map or diagram of the organization on the listening text					
14	Ask your students to infer the writer's message and relate the listening text with the your experience					

15	Giving listening activities for your students that extend to other skills (speaking, reading and writing lessons)				
16	Motivate your students to ask /generate/ and answer questions				
17	Teach your students how to summarize				
18	Teach your students how evaluating text content;				
19	Teach your students to analyze ideas and to creating their own new thoughts				
20	Ask your students to compare and contrast what the students already know and what new ideas or inputs they get from the listening text.				
21	Allow your students to listen the text and reflect what they have learnt				
22	Give feedback and correction for your students on the listening activities				

Put a tick mark (✓) on the scale (5=always, 4= usually, 3=sometimes, 2=rarely, or 1=never) to show problems of teaching listening related EFL teachers

No.	Teacher related problems that make teaching EFL listening skills difficult	5	4	3	2	1
1	Failure to activate learners 'Schema					
2	Limited knowledge of text contents					
3	Failure to arranges opportunities for students to practice listening skills in the class room					
4	Lack of teachers interest and determination					
5	Difficulties in accent and pronunciation of words correctly					

Please state additional information that you have on the space provided

Adapted from Harmer (2001) and Graham (2014)

Mekelle University
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Department of Foreign Language and Literature

Appendix B. Students' Questionnaire

Dear student!

I am conducting a research in the title ‘teachers’ perceptions and practices of teaching listening skills for grade 11 students at the four comprehensive secondary schools (Agazi, Yalembrhan, Funetebrhan and Walaku comprehensive secondary schools), Adigrat town.’ As you learn listening skills, your sincere responses to the questions below are of great help for the success of my study. Your genuine responses to all the items is highly beneficial to the quality of the research and thus, for the listening instruction.. Note that your response to the questionnaire has no any mission beyond research purposes. Therefore, I kindly request you to give genuine responses that will be kept confidential. As you give your response, you are not required to write your name.

Thank you in advance for your cooperation.

Sex: Male____ Female_____

Put a tick mark (√) on the scale (5=Strongly Agree 4= agree, 3=Undecided, 2=Disagree, or 1=strongly Disagree) to know how your teacher teaches you listening skills in the classroom.

No.	How your teacher teaches you listening skills	5	4	3	2	1
1	Your teacher teaches pre-listening skills by arousing your interest, asking questions before listening, asking your prior knowledge, showing pictures, identifying the purpose					
2	Your teacher teaches you pre-listening skills by giving opportunities to discuss the topics in group before listening the text					
3	Your teacher teaches while-listening activities through, using audio-visual aids, helping to find the main idea of the paragraphs and the text					
4	You teacher teaches you while-listening skills such as encouraging to guess meaning of key words or phrases contextually and allowing to ask and answer comprehension questions					
5	Your teacher teaches you post listening skills to summarize and retell for your classmate, make an outline, chart, map or diagram of the organization on the listening text, analyze, evaluate, compare and contrast what you already know and what new ideas or inputs you get from the listening text, to reflect what you have learnt, and giving activities that extend other skills					

6. I you have additional information on how your teacher teach you listening skills, please list on the space provided

Put a tick mark (✓) on the scale (5=very r, 4= greatly, 3=sometimes, 2=rarely, or 1=never) to show problems of teaching listening related to students

No.	students related problems that make teaching EFL listening skills difficult	5	4	3	2	1
1	Learning listening is difficult skill					
2	limited vocabulary knowledge					
3	limited grammar knowledge					
4	lack of habit to listen in leisure time					
5	negative attitude towards the teacher					
6	great tiredness(fatigue)					
7	Poor language processing					
8	Less awareness on listening comprehension strategies					

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Appendix C: ፅሁፍ መሕትት ንተምሃሮ

ዝኸበርኩም ተምሃሮ :-

ናይዚ ፅሁፍ መሕትት ቀንዲ ዕላማ ናይ 11 ክፍሊ መምህራን ኣብ ቋንቋ እንግሊዘኛ ኣብ ምስትምሃር ክእለት ምድማፅ ዘለዎም ኣረኣእሃል ወይ ግንዛብን ተግባርን ንምፍታሽ ትኹረት ብምግባር ኣብ ክፍሊ ዝካየድ ከይዲ ምምሃር ምስትምሃር ዝምልከት ሓበሬታ ንምርካብ እዩ። እቲ ዝእከብ ሓበሬታ ንመማልኢ ካልኣይ ዲግሪ ብምምሃር ቋንቋ እንግሊዘኛ ዘድሊ ኮይኑ ኣብ ቤት ሙሉእ ካልኣ ብርኪ ኣብያተ ትምህርቲ ኣግኣዚ፣ያለምብርሃን፣ፉንተብርሃንን ዋሳኹን ዝርከቡ ኣብ 11 ክፍሊ ዘምህሩ መምህራን ትኹረት ዝገበረ እዩ። ናታትኩም ምትሕብባር ንዕወትነት እዚ መፅናዕቲ ወሳኒ ስለዝኮነ ነዚ ፅሁፍ መሕትት ብጥንቃቄን ብምስትወግዳን ንክትመልእዎ ብትሕትና ይሓትት። እትህብዎ ሓበሬታ ነዚ መፅናዕቲ ጥራሕ ዘገልግልን ምስጢራዊነቱ እዉን ዝተሓለወን እዩ።

ንምትሕብባርኩም ካብ ልበይ የመስግን!!

ሀ. ንሕድሕድ ዝሰዓብ ሕቶ ኣብ ምስትምሃር ክእለት ምድማፅ ትኩረት ብምሃብ እነታይ ዝኣክል ተጽዕኖ ከም ሀስዕቡ ብመሰረት እቶም ዝቐረቡ መዐቀኒታት ኣብቲ ዝቐረበ ሰደቓ ናይ (✓) ምልክት ብምጥቃም መልሱ። 5=ኣዝዩ ብጣዕሚ, 4= ኣዝዩ, 3 =ኣደ ሓደ ጊዘ , 2 = ሓሊፉ ሓሊፉ ወይ ከኣ 1 = ብፍጹም። ናይ ተምህሃሮ ክእለት ምድማፅ ዝቐይሩ ምክንያታት

ተ.ቁጽሪ	ናይ ተምሃሮ ክእለት ምድማፅ ዘሸግሩ ምስ ተምሃሮ ዝዛመዱ ሓሳባት	1	2	3	4	5
1	ናይ ቋንቋ እንግሊዘኛ ምድማፅ ክእለት ከብድ እዩ					
2	ዝተወሰነ/ዝተደረተ ናይ ቃላት ፍልጠት ኣለኒ					
3	ዝተወሰነ/ዝተደረተ ናይ ስዋስው ፍልጠት ኣለኒ					
4	ኣብ እዋን ዕረፍቲ ናይ ምድማፅ ልምዲ ኣለኒ					
5	ኣብ መምህርይ ኣሉታዊ ኣመለኻኻታ ኣለኒ					
6	ዝለገለ ናይ ድኻም ስምዒት ኣለኒ					
7	ደካማ ናይ ቋንቋ ክእነት ኣፈፃፀም ምህላወይ					

8	ናይ ኣዳሚኮሳ ምርዳ እስልትታት ብቐጥ ግንዛብ ዘይምህላወይ					
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9. ካብቶም ኣብ ላዕሊ ዝተገለጹ ዘጋጠምኹም ጸገማት ወጻኢ እንተሃልዮም ኣብቲ ዝስዕብ ክፍቲ ቦታ ብዝርዝር የቐምጡ። _____

10. ነቶም ዘጋጥመኹም ፀገማት መፍትሒኦም እንታይ ይመስለኩም? _____

ብመምህርኩም ክእለታት ምድማፅ ብኸመይ ከም ዘምህረኩም ንምርኣይ ዝስዕቡ መለኪዒታት ብምጥቃም እዚ ምልክት(✓) የቐምጡ። 5= ኩሉ ጊዘ , 4=መብዛሕትኡ ጊዘ , 3 =ሓደ ሓደ ጊዘ , 2= ሓሊፉ ሓሊፉ ወይ ከኣ 1 = በፍፁም

ናይ መምህራን ክእለታት ምድማፅ ዝምልከቱ ምስ ናይ መምህራን ኣመሃህራ ዝሓመዱ ነጥብታት

ተቐፂ.	መምህርኩም ክእለታት ምድማፅ ብኸመይ የምህረኩም	5	4	3	2	1
1	ቅድሚኒ እቲ ዕሑፍ ምድማፅ ሕቶታት ብምሓታት፤ ድልየትኩም ብምልዕዓል ፤ቅድሚኒ እቲ ዕሑፍ ምድማፅ ርእሱ-ጉዳይ ንምምይያጥ ዕድል ብምሃብ ፤ቅድመ ፍልጠትኩም ምስ እተንብብዎ ንባብ ብምትእስሳር ፤ኣቐዲምኩም ዘኸዕበትክምዎ ፍልጠትን ሓበረታን ብምጥቃምን እተንብብዎ ትሕዝቶ ምድማፅ ንኸግምቱ ብምብርታታዕ፤ሓደሽቲ ቃላትን ወይ ከዓ ሓረጎት ኣመሰራርታ ብምስትምሃር፤እቶም ቀንዲ ወይ ከዓ ቁልፊ ዝኸኑ ቃናትን ሓረጎትን ትርጉምም ንኸግምቱ ብምብርታታዕ					
2	ናይቲ ምድማፅ ዋና ሓሳብ ተረዲእኹም ንኸትምልሱ ብምሓታት ፤ዘዳመፅክምዎም ዛዕባ ተመሊስኩም ንኸትሓስቡ ብምዝኸኻር፤ ኣብቲ ምድማፅ ዝርከቡ ሙሉእ ሓሳባት ወይ ከዓ ዓንቀጻት ሞንጎ ዘለዎም ርክብን ዘለው መተሓሓዞትን ንኸፈለዩ ብምሓታት፤ ኣብቲ ምድማፅ ብግልፂ ዘይተገለጹ ሓሳባት ንኸፈለዩ ብምልዕዓል፤ በቲ ምድማፅ መሰረት ዝወፁ መጠናኸሪ መልመድተት ብምምሃር					

3	<p>ዘዳመፅክምዎ ፅሁፍ ብግራፍ ተጠቂምኩም ንክትገልፁዎ ብምሕጋዝ፤ ሕቶታት ንክትሓቱን ነክትምልሱን ብምትብባዕ ፤ ቀንዲ ወይ ከዓ ቁልፌ ዝኾኑ ቃናትን ሓረጎትን ትርጉምም ቦቲ ምድማፅ መሰረት ብምሕታትን ካልኣት ካብቲ ምድማፅ ዝወፅ ሕቶታት ንክትሰርሑ ብምትብባዕን</p>					
4	<p>ሓሳባት ብኸይ ከም ዝደራጀዉ ብምስትምሃር፤ ናይቲ ንባብ ሓቃዊ መሰረተ ሓሳብ ምስ ውልቀ ረኢቶ እቲ ፀሓፋይ ንክፈልዩ ብምሕታት ፤ ናይቲ ምድማፅ ጥቕልል ሓሳብ ልክጽገልፀ ብምሕታት፤ ዘዳመፅክምዎ ፅሁፍ ሰንጠረዥ, ካርታ ወይም ዲያግራም ተጠቂምኩም ንክትገልፁዎ ብምሕጋዝ፤ ብመሰረት እቲ ምድማፅ ዝተረዳእኹም ሓሳብ ንክተንፀባርቑ ዕድል ብምሃብን ዝድመፅ ፅሁፍት ምስቶም ካልኣት ክእለታት ናይ እንግሊዝኛ ቋንቋ ብምትእስሳር ዘለዎ ረብሓ ብምስትምሃር</p>					

5. ብመምህርም ዝከናወንሎም ካልኣት ተወሰኹቲ ተግባራት እንተሃልዮም ኣብቲ ክፍቲ ቦታ ብዝርዝር ይፅሓፉ

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Appendix d. Interview checklist for Teachers

1. What is your awareness or understanding in teaching listening skills?

2. Do think that listening is important as compared to the other skills in teaching EFL language in the classroom? Yes/no. Why?

3. To what extent you believe teaching EFL listening should be given emphasis with compared to the other skills?

4. Do you think that your students have listening comprehension difficulties? Yes/no; why? Do these problems happen to all, most, some or few students?

5. What are the major problems you face in the process of teaching-learning listening skills to EFL learners?

6. How do you teach listening skills in EFL classroom?
 - 6.1. What listening strategies you use to teach listening skills?

 - 6.2. Do you think that you teach listening skills effectively?

 - 6.3. What can you suggest to improve the students' listening achievement?

7. Do you have additional ideas that you would like to share about the teaching and learning of EFL listening skills...

Adapted from Harmer (2001) and Graham (2014)

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Appendix E. Observation checklists listening Lessons

4. The following observation checklist is presented to observe how well teacher use and teach listening skills to their students.

No.	Points to be observed	Always	Sometimes	Rarely	never
1	The teacher arouses the students' interest by asking questions before listening.				
2	The teacher gives the students opportunities to discuss the topics before listening.				
3	The teacher guides the students to elicit connections between the text to be listening and their prior knowledge.				
4	The teacher encourages the students to predict and to tell information before listening. from the title, their prior knowledge, or clues in texts.				
5	The teacher asks the students to discuss key unknown words and structures in a text.				
6	The teacher helps the students to visualize listening texts using pictures				
7	The teacher uses Visual aids in the classroom when he/she teaches listening skills				
8	The teacher uses authentic audio materials in teaching listening (e.g. movies. videos, songs, podcasts)				
9	The teacher supports the students to identify whether the relationships among sentences or paragraphs of texts are illustration, purpose, contrast, addition, reason, example, sequence, cause, condition and so on as indicated by connectors like so, but , and, then, because and the like?				
10	The teacher motivates the students to identify information stated explicitly.				
11	The teacher asks the students activities to consolidate what they listen.				
12	The teacher gives the students activities to reflect on the text they listen.				
13	The teacher let the students to integrate the listening lesson with other language skills?				
14	The teacher asks the students to infer the writer's message and relate the listening text with their experience				
15	The strategy the teacher teaches the students to ask /generate/ and answer questions				

16	The strategy the teacher teaches the students to organize ideas				
17	The strategy the teacher teaches the students to summarize the listening g text				
18	The teacher teaches and asks the students to evaluate text content;				
19	The teacher ask the students to analyze ideas and to create their own new thoughts				
20	The teacher asks the students to compare and contrast what they already know and what new ideas or inputs they get from the listening text.				
21	The teacher allows the students to listen the text and reflect what they have learnt				
22	The teacher gives the students feedback and correction on the listening activities				

Adapted from Harmer (2001) and Graham (2014)