

PROVISIONS, PERSPECTIVES AND PRACTICES ON TEACHING LISTENING

A Thesis Submitted to the Department of Education

In Partial Fulfillment for Master of Education in English

Submitted by

Hem Raj Bishwakarma

Janta Multiple Campus, Itahari, Sunsari

Faculty of Education

Tribhuvan University

2080/2023

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Hem Raj Bishwakarma** has completed this thesis entitled **PROVISIONS, PRACTICES AND PERSPECTIVES ON TEACHING LISTENING** under my guidance and supervision. I recommended this thesis for approval and acceptance.

Date: 5th Sept. 2023

Kamal Raj Dahal, (Supervisor)

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Dedication

To my mother

To all my family members

DECLARATION

I hereby declare that to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2080-05-05/ 22-08-2023

Hem Raj Bishwakarma

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Hem Raj Bishwakarma

ABSTRACT

The research entitled "Provisions, Perspectives and Practices of Teaching Listening" is an attempt to find out the provisions, teachers perspectives and practices that the Basic Level teachers have in teaching listening in their classrooms. For this research, I interviewed the English teachers. Five private and five community schools of Itahari sub-metropolitan were purposively selected as respondents. The data was collected from semi-structured interview questions. The data were analyzed and interpreted to find out the various perspectives and practices.

The study found that the teachers agree on the importance of teaching listening, however, the frequency and organization of the listening activities in the classroom varies. They also believe that the insufficiency of time leads to less frequent listening activities. They also face several challenges such as time, resources and examination pressures.

This thesis consists of five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study and delimitation. Second chapter deals with the review of related theoretical literature, review of related literature and conceptual framework. The third chapter deals with research design, sources of data, population and sample, sampling procedures, data collection tools, data collection procedures and method of analysis of data. Chapter four deals with the results and discussions. Chapter five deals with the conclusion and recommendations.

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ABBREVIATIONS AND SYMBOLS

BLE: Basic Level Examination

CDC: Curriculum Development Center

IELTS: International English Language Testing System

NELTA: Nepal English Language Teachers' Association

NESP: National Educational System Plan

PTE: Pearson's Test of English

Reg.: Registration

Sec: Secondary

TOEFL: Test of English as a Foreign Language

TPD: Teacher Professional Development

CHAPTER - ONE

INTRODUCTION

This is a study entitled "Provisions, Perspectives and Practices on Teaching Listening", which contains background of the study, statements of the problem, research questions, objectives of the study, significance of the study, and delimitations of the study.

Background of the Study

The art of listening is a crucial facet of effective communication constituting a foundational element of language acquisition. It serves as the underpinning for language learning and is an essential skill that students must cultivate. The significance of listening extends beyond the realm of academia, permeating daily life for the facilitation of effective communication. Anderson and Lynch (2003) emphasize that listening skills are as important as speaking skills because people cannot communicate face-to-face unless both types of skills are developed together. It is also important since learners get information and insights.

Purdy (1997) defines listening as the intricate process of receiving, interpreting, and responding to both spoken and nonverbal messages. It incorporates the complex task of comprehending the surrounding context, linking it to real-life situations. Listening, however, transcends mere sound perception; it involves the comprehension of fundamental language skills. Through listening, individuals gain access to a substantial portion of information, an understanding of the world, human affairs, ideals, values, and appreciation. It is a medium through which people get a large

portion of information, understanding of the world and of human affairs, ideals, sense of values, and appreciation.

The paramount importance of listening is acknowledged by Brown (2001:247) who stated as listening is the major component in language learning and teaching as learners do more listening than speaking in the classrooms. It means that, listening is the important thing in daily activities, through listening we can interpret the meaning.

Similarly, Russel, as cited in Hasyuni (2006:8) contends that listening activity needs the integration of various language skills such as pronunciation, vocabulary mastery, writing, speaking, and reading. It is possible to hear sounds without consciously engaging in the process. While, in listening the brain doesn't automatically translate the words into the message they are conveying. That is essentially what listening is determining the meaning and the message of the sounds or words. It is an active process that involves much more than assigning labels to sounds or words. As mentioned in Nunan (2003:24) "Listening is an active, purposeful process of making sense of what we hear." Listening, therefore, demands the active interpretation of auditory input, constituting an engaged cognitive process.

In essence, listening is an active skill that facilitates the identification and comprehension of communicated messages. It is an engaged process that incorporates a multitude of cognitive functions, culminating in the extraction of meaning from auditory stimuli.

In the context of Nepal, English has a prominent role as a medium of instruction in the private schools along with some community schools. This shift can be attributed to the global spread of English, there has been a paradigm shift from

teaching English as a foreign language to adopting it as a medium of instruction (EMI) in many non-native English speaking countries including Nepal (Saud, 2020).

This research explores the perspectives of teachers teaching listening in 8th Grade. It also aims to shed light on how teachers approach the listening component of the curriculum and its implementation within the classroom settings.

Statement of the Problem

The issue at hand pertains to the challenges faced by non-native English language speakers when attempting to communicate with native speakers. A fundamental hindrance lies in their difficulty comprehending varying English accents and tones. Furthermore, this language barrier extends to students participating in international English language tests, such as TOEFL, IELTS, and PTE, where students often achieve lower scores in listening skill test due to their struggles in understanding diverse English accents as stated by Nwankwo (2022).

In the academic field, learners are provided with limited opportunities to engage in and practice listening activities, despite the curriculum has made the provision. A critical oversight is the insufficient emphasis placed on visual aids in the contest of listening comprehension. As noted by Hwaider (2017), listening is considered as a visual as well as an auditory act, as people communicate much through body language. These visual supports can improve listening comprehension. The absence of ineffective utilization of these visual supports in the classroom setting consequently hampers listening comprehension.

Additionally, there exists a prevalent perception that educators lack the requisite resources and materials to facilitate effective listening instruction. This

deficiency in listening practice impedes the development of crucial aspects such as pronunciation and stress, as highlighted by Renukadevi (2014), who states that "Listening helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of the message conveyed."

The aforementioned references underscore the undeniable significance of teaching listening skills, particularly in second language acquisition, such as English in the context of Nepal. It is imperative to gain insight into the perspectives and practices of teachers in Grade 8 with regards to teaching listening. This exploration aims to shed light on the current landscape, providing valuable insights for educators, administrators, English language tutors, and practitioners. The outcomes of this research will enable stakeholders to make informed decisions pertaining to suitable exposure, classroom planning and monitoring, policy formulation, and the integration of all four language skills, namely listening, speaking, reading, and writing, in the language acquisition process.

Furthermore, the limited practice of listening skills among learners contributes to their discouragement, and educators often miss valuable opportunities to guide listening activities effectively. The research findings hold the potential to inspire educators by addressing genuine issues, perspectives, and practices, thereby invigorating the teaching of listening skills.

Objectives of the Study

The current study delineates the following objectives:

1. To investigate the perspectives and practices of teachers teaching listening in Grade 8 in relation to their instructional plan and attitude.
2. To comprehensively examine the incorporation of teaching listening in the 8th Grade and its relation to the curriculum and classroom setting.
3. To identify the challenges faced by teachers in teaching listening in the classroom.

Research Questions

The following research questions are used in the study:

1. What are the perspectives of teachers in teaching listening in Grade 8?
2. What are the practices employed by teachers within the classroom setting when teaching listening?
3. What are the provisions in the curriculum and textbooks made about the teaching listening in grade 8?
4. What are the prevalent issues and challenges encountered by teachers while facilitating the teaching of listening skills at Grade 8 classrooms?

Significance of the Study

Listening comprehension is undeniably a cornerstone in language learning, serving as a primary source of input for learners. However, in the context of Nepal, there exists a notable disparity where listening skills receive considerably less attention in language classrooms. Within this educational landscape, the predominant focus has traditionally been directed towards the teaching of grammar and reading

activities. Consequently, it is more significant to explore the perspectives and practices surrounding the teaching of listening skills.

Learners who navigate their language learning journey devoid of adequate listening activities invariably suffer an irreplaceable loss. This deficiency translates into an inability to grasp the authentic nuances of spoken language. Despite the advancements in educational technology, learners continue to grapple with challenges in practicing and honing their listening skills. This predicament is exacerbated by factors such as inadequate time allocation for listening skill development and the utilization of suboptimal teaching strategies within the learning environment, which significantly contribute to poor listening comprehension.

The present research endeavors to fill a notable void by illuminating the perspectives of Grade 8 teachers concerning the teaching of listening skills. It is a prevailing concern that listening activities are afforded insufficient priority within the classroom, and a lack of mechanisms exists to effectively monitor the implementation of listening activities. The outcomes of this research endeavor are poised to provide a lucid understanding of the extent and factors contributing to the neglect of listening instruction. Moreover, it offers valuable insights into addressing the lacks in teaching listening skills, both among educators and educational administrators, with a particular emphasis on enhancing instructional efficiency and resource acquisition.

Furthermore, the field of research on teaching listening remains underrepresented in comparison to other language skills. Hence, this research undertaking undertakes heightened significance within the context of Nepal, where English is acquired as a foreign language. Its findings will undoubtedly contribute to the body of knowledge in the domain of language education and serve as a

foundational resource for future research and pedagogical improvements in the teaching of listening skills.

Delimitations of the Study

The delimitations of this study are given below:

- i. This study is geographically delimited to Itahari Sub-metropolitan, Sunsari, Nepal, encompassing both private and community schools within this specific region.
- ii. The study relies upon a sample size comprising 10 English Language Teachers selected from a diverse set of private and community schools within Itahari Sub-metropolitan.
- iii. The study is primarily centered on elucidating the perspectives, beliefs, and opinions of English Language Teachers, with a particular emphasis on their insights regarding the teaching of listening skills.
- iv. The study is designed to provide an insightful overview of the landscape pertaining to the teaching of listening skills, without exploring the more exhaustive intricacies and detailed aspects of this pedagogical domain.

CHAPTER - TWO

REVIEW OF RELATED LITERATURE

In this chapter, an extensive review of scholarly articles, research studies, journals, and books has been conducted to gain a comprehensive insight into the perspectives and methodologies associated with teaching listening skills. This chapter serves as a repository of knowledge, synthesizing the theories and previous empirical investigations conducted by researchers across various global contexts.

Review of the Theoretical Literature

This sub-chapter explores various theories pertinent to factors directly and indirectly influencing students' English language development. The literature review in this section encompasses a discussion of theories proposed to elucidate and predict relevant phenomena, while also highlighting underlying assumptions.

Teaching Listening English

Listening is the ability to identify and comprehend the spoken content. This involved comprehending a speaker's accent, grammar and vocabulary and contextual the meaning. Harmer (2007), has mentioned the main reasons for listening skill in the following ways:

- a. Students want to be able to understand what people are saying them in English.
- b. Listening skill helps to develop the students' pronunciation.
- c. Listening skill helps to develop speaking skill.

- d. Listening skills helps to make students acquire the language.
- e. Listening skill helps to expose students to different varieties of English.
- f. Listening skill helps to expose students to different kind of voices.

The instruction of listening skills empowers learners to effectively follow instructions, anticipate outcomes, and comprehend spoken discourse. As children hone their listening capabilities, they concurrently develop the ability to employ similar strategies to bolster their proficiency in other language domain.

Strategies for Effective Teaching of Listening

Listening strategies are techniques or activities that contribute directly to the recall and comprehension of auditory input. Modern pedagogy has witnessed formulation of numerous listening strategies tailored to diverse listening contexts. These strategies facilitate language learners in adapting their listening behavior to navigate various situations, input types, and listening objectives. These strategies can be broadly classified as Top-down strategies and Bottom-up strategies.

The Top-down approaches are:

- listening for the main idea
- predicting
- drawing inference
- summarizing

The Bottom-up approaches are text based where the listeners use linguistic knowledge to understand information.

- Concentrate on specific details while listening
- Recognize word-order patterns.

Listening Situations and Types of Listening

There Listening encompasses various types, including global listening, selective listening, and interactive listening. These types correspond to different contexts and may necessitate distinct listening approaches. Barker (1971) further categorizes listening into active-passive and serious-social dimensions. Active listening involves engaged listening with a specific purpose, whereas passive listening is akin to hearing without an intentional focus.

Authors also distinguish between discriminative, comprehensive, critical (evaluative), therapeutic (empathic), and appreciative listening. Each type serves a unique communicative function and requires distinct cognitive processes.

Listening in Basic Level English Curriculum in Nepal

In the field of academics, the national level curriculum has provisioned listening activities in all the levels from basic level to secondary level. Also, the curriculum anticipates child friendly learning facilitation and assessment process. Furthermore, some soft skills have been integrated into the curriculum. The curriculum anticipates child friendly learning facilitation and assessment processes.

But in the present secondary level English curriculum of 2071 has not mentioned the general objectives of the level. However, the competencies of English as mentioned in proposed secondary English curriculum (2076) are to enable the learners to:

- Listen and respond appropriately to multi-step directions/ instructions.
- Listen and distinguish between similar words and sentences.
- Listen to short texts/ news items from the teacher/ electronic media and put down main ideas in note form.
- Listen to spoken materials and transfer information to complete a chart, table, etc.
- Listen to a text and respond to varieties of exercises.
- Listen, understand and reproduce dialogues with correct stress and intonation
- Listen and identify the topic and main points of oral presentation.

Assessing Listening and Speaking (integrated)

Assessment of listening and speaking skills is conducted through language games, oral activities like discussions and interviews, activity sheets, and the supervision of students' pair work and group work. These skills are allocated twenty-five percent of the overall assessment marks.

Review of Empirical Literature

In this chapter, an exploration of empirical studies relevant to the research topic has been undertaken. These studies provide valuable insights into the perspectives and practices associated with teaching listening skills. The following is a synthesis of the key findings from various research endeavors:

A study investigated the perspectives of English as a second language (ESL) teachers on teaching listening in the classroom Smith (2019). The study revealed that teachers acknowledge the significance of listening in language learning and its crucial role in the development of students' language skills. However, they also encountered challenges, including student motivation and attention issues, coupled with a notable dearth of teaching resources. Recommendations emphasized the necessity for educational institutions to invest in resources that support the instruction of listening skills.

Johnson (2020) explored the viewpoints of primary school teachers concerning the teaching of listening skills. The study concurred with previous findings regarding the importance of listening in language acquisition. Teachers, however, grappled with challenges related to student motivation and attention. Suggestions included the incorporation of interactive and engaging listening activities, along with authentic materials, to enhance students' motivation and listening skills.

With the purpose of the study to examine the beliefs and teaching practices of teaching listening towards low proficiency students, Sah and Shah (2020) has carried out a research entitled 'Teachers' Beliefs and Practices in Teaching Listening'.. Their target population was 25 from 1, 2 and 3 teachers who were teaching in five different

schools. The finding suggested that most of the teachers believed that the lack of vocabulary among their students were the biggest obstacle for students in listening comprehension.

In the study carried out by Brown (2018) investigated the experiences of high school English teachers in teaching listening skills to students found that the teachers faced challenges such as students' lack of attention, difficulty in engaging students in listening activities, and limited resources for teaching listening. The teachers suggested using authentic materials, incorporating interactive activities, and creating a supportive classroom environment as strategies for improving students' listening skills.

Whereas, Lee (2020) explored the perspectives of teachers on the effectiveness of technology in teaching listening skills. The study revealed that technology is considered a potentially effective tool for enhancing listening skills by providing access to authentic materials and engaging activities. However, teachers faced challenges related to limited technology access and integration difficulties. Recommendations included providing training and support for teachers to effectively leverage technology in the classroom.

Correspondingly, Park (2021) investigated the perspectives of elementary school teachers on the importance of listening skills in language learning. The study found that the teachers believed that listening is a critical aspect of language learning and that it is essential for students to develop listening skills. The teachers also reported that they faced challenges in teaching listening, such as students' lack of motivation and attention. The teachers suggested that incorporating authentic

materials and interactive activities, as well as creating a supportive classroom environment, could help to improve students' listening skills.

The perspectives of secondary school English teachers on teaching listening skills to students, investigated by Wong (2018), found that the teachers believed that listening is an important aspect of language learning and that it is essential for students to develop listening skills. The teachers also reported that they faced challenges in teaching listening, such as students' lack of motivation and attention, and a lack of resources and materials. The teachers suggested incorporating interactive activities and authentic materials, as well as creating a supportive classroom environment, as strategies for improving students' listening skills.

The study, carried out by Kim (2020) entitled 'The perspectives of teachers on the role of teacher talk in teaching listening skills, explored the teachers believed that teacher talk plays an important role in teaching listening skills, as it can engage students, provide opportunities for interaction, and help to develop listening strategies. The teachers also reported that they faced challenges in incorporating teacher talk into the classroom, such as limited time and difficulty in creating interactive activities. The teachers suggested providing training and support for teachers to effectively incorporate teacher talk into the classroom as a strategy for improving students' listening skills.

Another study carried out by Lin (2021) investigated the perspectives of primary school teachers on the use of multimedia in teaching listening skills found that the teachers believed that multimedia can be an effective tool for teaching listening skills, as it can provide students with access to authentic materials and engaging activities. The teachers also reported that they faced challenges in using

multimedia, such as limited access to technology and difficulty in integrating technology into the classroom. The teachers suggested providing training and support for teachers to effectively use multimedia in the classroom as a strategy for improving students' listening skills.

Research Gap

Many scholars have carried out researches so as to study teaching listening skills to students. Some of them have done in higher level on the basis of comparing the students' competence. However, none of the above studies, and the studies to my knowledge, have centralized to find out the perspectives and practices of English Language Teachers in Basic Level. Therefore, the present study attempts to determine the perceptions and practices of the teachers on teaching listening in the classrooms.

Conceptual Framework

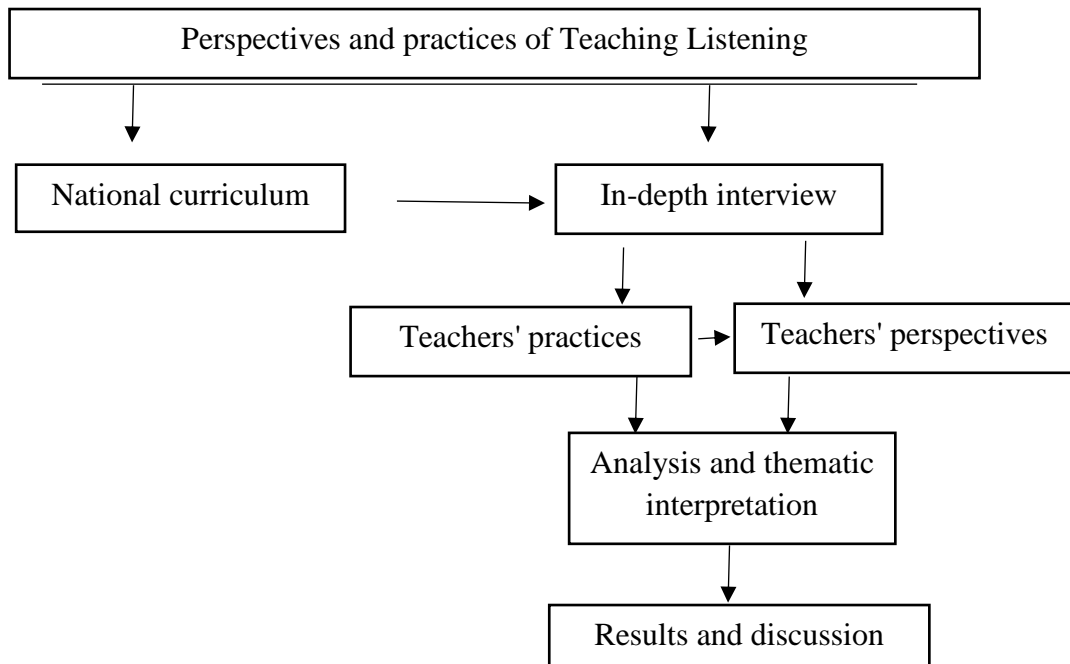


Figure 1 Conceptual Framework

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

In this chapter, the researcher has attempted to use the research design that suits to find out the perspectives and practices of the teachers in teaching listening.

Research Design

The research design serves as the scaffolding that guides the collection and analysis of data in research studies. It plays a pivotal role in shaping decisions related to research questions, data collection methods, analysis techniques, and ethical considerations. Furthermore, the research design is instrumental in upholding the validity and reliability of the study. As appropriately articulated by Ledy & Ormrod (2013), "A research design is a methodical plan that encompasses the identification of the research problem, the delineation of the study's purpose, the formulation of research questions or hypotheses, the specification of data types to be gathered, and the delineation of procedures for both data collection and analysis." In the context of this study, I have opted for a phenomenological research design, which is a form of qualitative enquiry that emphasizes experiential, lived aspects of a particular construct. This choice aligns with the research objectives, which seek to explore the perspectives and practices of teachers teaching listening skills at the basic level. Given the qualitative nature of the data to be interpreted, this research design emerges as the most suitable choice among various available options.

Sources of Data

This study relies on both primary and secondary sources of information to create a well-rounded understanding of the research topic. Primary data is at the core of this research and is collected through in-depth interviews with teachers who share their personal insights and experiences in teaching listening skills. These interviews provide valuable firsthand perspectives. In addition to primary data, secondary sources are used to provide context and background information. The Grade 8 English textbook (2023 edition), and the Secondary Level Curriculum of Nepal (2076) serve as secondary sources of data, offering additional information that complements and enriches the primary data collected through interviews.

Population and Sample of the Study

The total populations of this study were English teachers teaching in Grade 8 both from government aided and the private schools of Sunsari District. However, the sample population for this study was only 10 Basic Level English Teachers (Grade 8), five from private schools and five from government aided schools. Due to the lack of capital and time the researcher had taken only 10 teachers as the sample for this study. As phenomenology research design involves a complex understanding of phenomena through in-depth interviews of the participants, consequently, a smaller number of respondents was considered sufficient for a comprehensive understanding of the subject matter.

Sampling Procedure

The selected ten teachers of the private and the public schools in Itahari Sub-metropolitan, Sunsari are sampled purposively in terms of the accessibility and

convenience. However, non-purposive random sampling method is used for selecting the respondents. This approach ensured a fair and unbiased representation of teacher in the study.

Tools for Data Collection

In this study, I used an interview schedule tailored for conducting in-depth interviews with the selected teachers. The interviews were precisely scheduled and structured to ensure a systematic approach. During the interviews, a combination of structured and semi-structured questions was employed. The structured questions covered general information about the teachers, while the major questions helped to obtain the core aspects of the study. Additionally, unstructured questions were strategically incorporated to encourage teachers to provide contextually relevant insights.

Interviews are of paramount importance in phenomenology research design. They serve as indispensable tools for uncovering participants' lived experiences, capturing rich and contextually grounded data, accommodating flexibility in responses, establishing rapport, and validating research findings. Moreover, interviews amplify the voices of participants, facilitate comparative analysis, and enable in-depth exploration of the phenomenon under investigation.

Data Collection Procedure

I used the following procedure to collect the data from the primary source. Firstly, I developed interview questions. Afterward, the researcher went to the field in accordance with the respondents' convenience and time schedule along with an official letter issued by the Department. I visited the teachers and asked for

permission for the recording of their interview explaining the purpose and process of the study to the selected population and assured them of confidentiality. After their permission the interview was recorded, transcribed and sent them for their final member checking.

Method of Analysis of Data

The analysis of data involves techniques used to interpret and comprehend the information gathered during research. In the context of phenomenology research, which often incorporates qualitative aspects, the focus is on exploring the lived experiences of individuals. Researchers seek to grasp the core essence of a particular phenomenon by conducting interviews and discerning recurring themes and meanings within these experiences. In this study, the data collected through semi-structured interviews underwent a systematic process of analysis. This included transcribing the data, familiarizing oneself with it, suspending initial assumptions, identifying meaningful units within the data, assigning codes to these units, grouping them into clusters, and ultimately, delving into the exploration of overarching themes. This careful approach aided a deeper understanding of the data and allowed for the extraction of valuable insights from the participants' experiences.

Ethical Considerations

Ethical considerations pertain to the moral principles and values that should guide decision-making and conduct within a specific context. In this study, several ethical safeguards were implemented. Firstly, informed consent was diligently obtained from all participants, assuring them that their information would remain confidential and exclusively used for the research's intended purpose. The data

collected was not repurposed without their explicit consent, and no harm was inflicted upon participants during data collection. Secondly, in the analysis of data, a commitment to objectivity, accuracy, honesty, and truthfulness was precisely maintained. No manipulations or distortions were introduced. Lastly, to uphold academic integrity and prevent plagiarism, proper attribution was given to the authors of books, journals, articles, and research works that were consulted and cited in the study.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

After collecting the data, the researchers need to organize and scrutinize it to arrive at a conclusion. I decided to analyze the data according to their research objectives, study type, and feasibility. Thematic method, a commonly employed method for evaluating and interpreting qualitative data, was selected for the examination of data gathered from Basic Level English Teachers (Grade 8). This segment focuses on the scrutiny and interpretation of data obtained from the interviews.

Results

The following results were found after careful and systematic analysis of the obtained data:

- a. All 10 respondents recognize and emphasize the significance of teaching listening as a fundamental skill in the ESL classroom. They acknowledge that listening is a crucial aspect of language development, enabling students to understand and communicate effectively in English.
- b. The respondents acknowledge the integration of listening exercises and tests into the curriculum. They note that listening skills are explicitly addressed in the curriculum, with marks allocated for listening activities. This result highlights the structural aspect of teaching listening in ESL classrooms.
- c. Challenges related to teaching listening emerge as a significant result. These challenges include constraints on time, the need for appropriate materials,

audio quality, and variations in students' abilities to comprehend spoken language. These challenges serve as obstacles that teachers must navigate in their efforts to teach listening effectively.

- d. Respondent 4, 5, 8 and 9 specifically mentions a shift from a teacher centered to a more student centered approach in teaching. This result indicates a transformation in teaching philosophy and methods, reflecting an evolving pedagogical approach. It suggests that teachers are adapting their practices to align with modern teaching methodologies.
- e. The respondents 3, 4, 5, 6, 7, 8 and 9 express the influence with the current evaluation system. This result underscores the influence of the evaluation system on teaching practices. Teachers are compelled to allocate time and resources based on the requirements and prioritize set by the evaluation system, which can affect the emphasis placed on teaching listening.
- f. The data above reveals variations in how often teachers organize listening activities and the challenges they face. These differences in perspectives reflect individual teaching styles, classroom contexts, and perceived student needs. It highlights the diversity of experiences among ESL teachers.
- g. There are differences in the availability of materials and resources among the speakers. While some teachers have access to well-equipped classrooms and support from their schools, others face challenges in providing quality materials and dealing with students' language proficiency levels. This result underscores the role of resources in shaping teaching experience.

- h. The data shows that teachers often face pressure to complete the curriculum within allocated timeframes. This result suggest a tension between the desire to prioritize teaching listening and the constraints imposed by external factors such as time limitations and curriculum requirements.
- i. The data also highlights the role of administration in influencing teaching experiences. While some teachers actively seek administrative support for materials, native speaker's resources, and monitoring, others may not engage with administrators as extensively. This result underscores the potential impact of administrative involvement on teaching practices.

Discussions

The data and findings highlight the multifaceted nature of teaching listening in ESL classrooms. While there is a shared understanding of its importance, there are challenges and variations in experiences that teachers must navigate. External factors such as curriculum, evaluation systems, resources and administrative support exert significant influence on teaching practices. Teachers are also adapting to evolving pedagogical approaches that prioritize student engagement.

In light of these findings, it is essential to recognize the need for comprehensive support systems for ESL teachers. This includes access to resources, effective teaching methodologies training. Additionally, there should be an ongoing dialogue between educators, administrators, and curriculum designers to ensure that teaching listening receives the attention.

Analysis

The analysis of the data reveals a complex landscape provisions, perspectives and practices in teaching listening in ESL classrooms. While teachers unanimously recognize the importance of this skill, they also face challenges related to time, resources, assessment, and diverse student abilities. The data highlights the need for ongoing support, resource allocation, and alignment between curriculum and assessment to enhance the teaching of listening in ESL education. The analysis is presented as below:

Recognition of the Importance of Teaching Listening

All ten respondents consistently acknowledge and emphasize the significance of teaching listening skills in ESL classrooms. They recognize that listening is a foundational skill for language development and communication. This shared understanding highlights the central role of teaching listening.

The unanimous acknowledgment by all ten respondents in this study regarding the paramount importance of teaching listening skills in ESL classrooms aligns closely with the findings other researches. As one of the respondents said, "Listening is an exposure which is inevitable in learning language. Though we can learn languages without listening, it appears to be partial and non-standard." Brown (2018) also highlighted the importance of teaching listening skills despite the challenges encountered in high school settings. In essence, the alignment between the study's findings and the empirical literature underscores the consensus within the educational community regarding the foundational nature of listening skills in language acquisition. It reinforces the notion that teaching

listening is not only valuable but also an integral component of language instruction across diverse educational settings and contexts.

Integration into the curriculum

The respondents indicate an awareness of the integration of listening exercises and tests into the curriculum. This integration is a significant structural aspect of teaching listening. It reflects the curriculum designers' recognition of the importance of assessing and developing listening skills as part of language education.

The respondents' awareness of the integration of listening exercises and tests into the curriculum closely aligns with the findings discussed in the literature review. The literature review indicated that curriculum designers have recognized the importance of incorporating listening activities within language education. As respondents 3, 4 and 8 said, "The listening is integrated in the present curriculum along with abundant listening practices in the textbook", this alignment underscores the significance of integrating listening exercises and assessments into the curriculum, as it reflects a broader consensus within the educational community. It also highlighted that teachers often face challenges in this regard, such as students' lack of motivation and limited access to resources. Therefore, the integration of listening exercises and tests in the curriculum serves as a structural framework aimed at addressing these challenges and emphasizing the importance of listening in language education. This synchronization between the study's findings and the literature review underscores the widespread recognition of listening skills as a fundamental component of language learning.

Challenges in Teaching Listening

The responses reveal several challenges faced by the teachers in teaching listening:

Time constraints. The pressure to cover the curriculum within specific timeframes can limit the amount of time dedicated to teaching listening. Balancing curriculum coverage with the development of listening skills is a complex task.

Resource availability. Variations in the availability of materials and resources, including audiovisual aids and authentic listening materials, can influence quality of listening activities. Some teachers have access to well-equipped classrooms, while others struggle to provide necessary materials.

Audio quality and understanding accents. Issues related to the quality of audio materials and the difficulty of understanding native speakers' accents can pose challenges for both teachers and students. This highlights the need for accessible and comprehensible audio resources.

Student proficiency levels. Differences in students' English proficiency levels present a challenge in designing listening activities that cater to diverse abilities. Teachers must adapt their instruction to meet the needs of all learners.

The challenges in teaching listening skills, as illuminated by the respondents, closely align with the previous studies, further reinforcing the pervasive nature of

these difficulties in ESL classrooms. This study too, as similar to other studies, is consistent with the responses, underscored the intricate balance teachers must strike between curriculum coverage and skill development, often hindered by time constraints. Moreover, the literature recognized the importance of accessible resources and materials in facilitating effective listening activities, a concern echoed by the respondents regarding resource availability. Respondent 8 and 9 said, "There are audio recordings with several accents and we are under confusion to select the best accent that is comprehensible to our learners. Some of the audio recordings are not available in the internet or in the website of CDC." The shared challenge of comprehending diverse accents and ensuring audio quality, as highlighted in both sources, emphasizes the need for comprehensive and comprehensible audio resources.

Lastly, other studies emphasized the need for teachers to tailor their instruction to accommodate varying student proficiency levels, recognizing the diversity among learners. In essence, the alignment between the study's findings and the researches from other studies underscores the universality and complexity of the challenges faced by teachers in the realm of teaching listening skills in ESL classrooms.

Shift in Teaching Methodology

Some respondents mention a shift from a traditional teacher-centered approach to a more student-centered approach in teaching. For reinforcing this notion, respondent 2 said, "In my view, learning happens when learners are active. So in listening activities the students should remain engaged in the various activities. We have to adapt student-centered methods and techniques." This suggests an evolving pedagogical philosophy among educators. The shift reflects an awareness of modern

teaching methodologies that prioritize active student engagement and participation, which is particularly relevant in teaching listening.

The indication of a shift from traditional teacher-centered approaches to more student-centered methods in teaching, as mentioned by some respondents, resonates with the evolving pedagogical trends highlighted in the empirical literature review. Scholars such as Brown (2018) have emphasized the importance of incorporating interactive activities and creating a supportive classroom environment to enhance students' listening skills. Additionally, Lee (2020) has explored the perspectives of teachers on the effectiveness of technology in teaching listening skills, indicating a growing awareness of modern teaching methodologies. This shift observed in the respondents' accounts aligns with the principles advocated by these scholars and reflects a broader recognition among educators of the need to adapt their teaching practices to better address the challenges posed by teaching listening skills. This alignment underscores the dynamic nature of pedagogy in the context of ESL classrooms and the ongoing efforts to improve the effectiveness of teaching listening.

Variations in Perspectives

The data shows variations in the frequency organizing listening activities among teachers. These difference may be influenced by individual teaching styles, classroom dynamics, and perceptions of student needs. The diversity of experiences highlights the need for flexibility in teaching approaches to cater to different contexts and learners. As respondents 1 and 7 said, "The students in the classroom are diverse on the basis of top-performing and low performing, and frequent organization of only listening does not support them. I mainly focus on reading and writing for their examination purpose.

The variations in the frequency of organizing listening activities among teachers, as revealed in the data, align with the recognition in the empirical literature review that teachers face challenges in adapting their instruction to accommodate varying student proficiency levels. As highlighted by Sah and Shah (2020), teachers often grapple with students' varying levels of vocabulary, which can be a significant obstacle in learning listening comprehension. These differences in student needs and proficiency levels may influence individual teaching styles and the frequency of organizing listening activities. The diversity of experiences among teachers, as observed in the data, underscores the need for flexibility in teaching approaches, a sentiment echoed by scholars such as Wong (2018). He emphasized the importance of incorporating interactive activities and authentic materials to cater to the diverse needs of learners. This alignment emphasizes the dynamic nature of teaching listening skills and the imperative for teachers to tailor their approaches to suit different contexts and students

Role of Materials and Resources

Access to materials and resources plays a significant role in shaping teaching experiences. While some teachers have well-equipped classrooms and support from their schools, others face resource-related challenges. Respondent 5 says, "Material is important in teaching listening. But our school does not have sufficient materials including printers, papers, and audio-visual materials and so on". This shows the importance of equitable access to resources for effective teaching and learning.

The role of materials and resources in teaching listening, as highlighted in the data, resonates with the emphasis in the empirical literature review on the importance of accessible and comprehensible resources for effective listening activities. As noted

by Johnson (2020), teachers recognize the value of interactive and engaging listening activities facilitated by authentic materials. However, the data also underscores the disparities in resource availability among teachers, which aligns with the challenges mentioned in the literature. Scholars such as Brown (2018) have emphasized the need for teachers to have access to adequate resources to support their teaching of listening skills. This finding underscores the importance of equitable access to resources to ensure effective teaching and learning experiences for all students, regardless of the disparities in resource availability among educators.

Course Completion Pressure

The pressure to complete the curriculum within allocated time is a common challenge faced by the teachers. This pressure can influence the amount of time dedicated to teaching listening. It reflects the delicate balance that teachers must strike between curriculum coverage and skill development. "We are strict to the timeframe to complete the courses because there is Basic Level Examination. The students are already under pressure."

The pressure to complete the curriculum within allocated time, as indicated in the data, aligns with the challenges highlighted in the empirical literature review regarding time constraints in teaching listening skills. As scholars such as Brown (2018) have pointed out, teachers often face difficulties in finding the right balance between covering the curriculum and dedicating sufficient time to skill development, particularly listening skills. This pressure is a common concern among educators, and it can impact the allocation of time for teaching listening. The data reinforces the delicate balancing act that teachers must perform, as discussed in the literature, to

ensure that both curriculum coverage and skill development are adequately addressed in ESL classrooms.

Administrator's Influence

All the respondents provide suggestions for administrative support in teaching listening. They emphasize the role of administrators in facilitating effective teaching practices, addressing resource-related challenges, and aligning school policies with the promotion of listening skills.

The respondents' emphasis on the role of administrators in facilitating effective teaching practices, addressing resource-related challenges, and aligning school policies with the promotion of listening skills aligns with the observations made by Wong (2018) in the empirical literature review. Wong (2018) highlighted the challenges faced by teachers in terms of resource availability and the need for a supportive classroom environment. His observations regarding the challenges faced by teachers in teaching listening skills resonate with the respondents' suggestions for administrative support. Respondent 7 and 10 said, "The administration should be very cooperative and kind to provide materials and necessary items in teaching listening." This reinforces the idea that administrators have a significant influence on the quality of teaching and learning experiences in ESL classrooms, particularly when it comes to listening skills. It highlights the need for administrators to recognize the importance of listening skills in language education and to actively support teachers in addressing the associated challenges.

Suggestion for improvement

The suggestions offered by the speakers reflect their aspirations for improvement in teaching listening skills. They advocate for greater awareness of the importance of listening, collaboration among teachers, provision of essential resources, and alignment between assessment practices and desired learning outcomes. All ten respondents said that schools should allocate adequate time periods for listening, the head teachers and other stakeholders should rethink about organizing various listening activities. These sorts of activities can be either in-class or extra-curricular activities."

It means that the administration has an incredible role in facilitating the listening skill integration in their day-to-day classroom. The aid and support from the stakeholders and education administration such as awareness on the essence of teaching listening, supporting with essential materials, integrating the assessment system and practices will mitigate the challenges to the utmost level which, in contrary, uplifts the outcomes.

Major finding of the Study

The major findings of my study are as follow:

1. All teachers agreed on the importance of teaching listening in ESL classrooms. They acknowledged that listening is a fundamental skill which is significant in English language learning.
2. Teachers vary in the frequency of the organization of listening activities with some doing it once in a month and others incorporating their teaching as they progress through the curriculum.
3. Teachers generally believe that the time allocated for teaching listening in the classroom is insufficient. They emphasize the need for more listening practice to make students competent.
4. The availability of audio-visual materials and ICT infrastructure varies among schools. Some teachers have access to resources, while others face challenges, such as students struggling to understand due to poor English background.
5. The teachers are aware of the integration of listening part in the present curriculum, and also they recognize its importance.
6. Some common challenges mentioned by the teachers include the pressure to finish the course on time, the need for additional materials, and the lack of emphasis on listening in examinations.

7. Teachers suggested that the administration should provide and manage the necessary equipment that is required to conduct the listening in the real classroom. They also recommend revisiting the evaluation system to give more focus to listening.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATION

This is the last chapter of this research study. This chapter incorporates the conclusions and recommendations of the study which are based on the results and discussion of the collected data.

Summary

In the research, a clear consensus emerges regarding the importance of teaching listening skills in ESL classrooms. All respondents unequivocally acknowledge that listening is a fundamental skill for the overall development of the language. They recognize its indispensable role in language acquisition and communication. Despite this consensus on its significance, there is considerable variation in how often teachers integrate listening activities into their classroom instruction, with some doing so regularly and others less frequently. This divergence shows the lack of the standardized approach to incorporating listening into the curriculum.

One of the concerns expressed by the teachers is the inadequacy of time allocated for teaching listening within the classroom setting. They contend that the limited classroom hours hinder their ability to adequately develop their students' listening proficiency. This constraint is compounded by challenges related to the availability of audio-visual materials and ICT infrastructure, which vary between schools. While some teachers have access to those resources, other cope with the challenge of students struggling to comprehend listening materials due to their limited English proficiency. Additionally, there is a perceived disparity in the emphasis

placed on listening skills compared to reading and writing in the examination system, raising questions about the alignment between curriculum goals evaluation methods. Teachers offer constructive recommendations, such as providing necessary materials, encouraging the use of authentic materials, and revising the assessment system to give more prominence to listening. Overall, it shows a valuable insights into the complexities surrounding the teaching listening skills in Nepalese ESL classrooms and underscore the need for thoughtful reforms to address these challenges effectively.

Conclusion

The collective insights from the study shows the undeniable significance of teaching listening skills in ESL classrooms as a foundational element for language development and effective communication. While there is a recognition of the importance of listening, the data reveals a lack of uniformity in the integration of listening activities, with variations in frequency and approaches. The teachers' common concern revolves around the inadequacy of classroom time allocated for listening instruction, compounded by disparities in resource availability and a perception that listening is less prioritized in examinations. These findings highlight the need for a more standardized approach to curriculum integration, increased provision of audio-visual materials, and a reconsideration of assessment methodologies to better reflect the importance of listening skills in the ESL classrooms. Ultimately, addressing these challenges will be pivotal in nurturing competent English language learners and improving language education outcomes in the country.

Implication

The study entitled "Provisions, Perspectives and Practices in Teaching Listening" has many theoretical and practical outcomes that are eventually helpful for consequences in different contexts. The consequences of the finding were suggested as follows in the point of policy, level of practice and further research.

Policy Related

The following policy-level actions can be made in order to reduce the problems with the current classroom listening setting for preparing listening activities as per the findings and conclusion of the research:

- a. Policy makers and curriculum designing committee should assess and internalize and allocate adequate time for listening instruction and ensuring that listening is given due weightage. Also, the needs and preferences of the learners should be studied and work on them accordingly.
- b. Education policies should prioritize the provision of audio-visual materials and ICT infrastructures in schools, especially in underserved areas. Equipping classrooms with these resources will enable more effective teaching of listening skills.
- c. Policymakers should invest in professional development programs for ESL teachers, focusing on enhancing their competence in teaching listening. This training should include strategies for using authentic materials and designing engaging listening activities.

Practice Related Implications

- a. ESL teachers should consider adopting more standardized approaches to integrating listening activities into their lessons. This could involve setting a regular schedule for listening instruction or adjusting teaching practices with curriculum guidelines.
- b. Teachers should make the best use of available resources, whether they have access to audio-visual materials or not. Adapting teaching methods to suit the resources that can help overcome challenges related to resource disparities.
- c. Teachers can advocate for changes in assessment practices within their schools or districts. Encouraging the alignment of examinations with curriculum goals, including giving more weight to listening assessments, can enhance the importance of listening skills in practice.
- d. The teachers can make a reference of this studies to involve students in the listening classes in a good amount of frequency.
- e. The school management committee can serve with the various materials in need of the teachers so as to effectively manage the classroom in teaching listening.

Future Research-Related Implications

No work is ever truly finished, and no research is ever finished on its own. In order to determine the present perspectives and practices of teaching listening, it is crucial to conduct a large scale, comparable study that takes into account practically in all the teaching listening classroom. In light of the study's shortcomings, the following directions for further research appear promising:

- a. Future research can explore the perspectives of ESL students to gain a better understanding of their experiences and challenges related to listening skill development.
- b. Conduct comparative studies across different regions and schools in Nepal can provide a more comprehensive view of the challenges and successes in teaching listening skills.
- c. Research can explore the effectiveness of various pedagogical approaches for teaching listening in ESL classrooms, considering factors like resource availability and student background.
- d. Future research can investigate the validity and reliability of current listening assessments used in ESL classroom in Nepal. This includes evaluating whether these assessments accurately measure listening skills and whether they align with curriculum objectives.
- e. Research could explore the effectiveness of using authentic materials in teaching listening skills

- f. Long term studies tracking the language development of ESL students in Nepal could provide valuable insights into the lasting impact of listening instruction on overall language proficiency and academic success.
- g. Research could assess the impact of teacher training aimed at improving listening instructions.
- h. Comparative studies across different countries or regions can be carried out.
- i. Investigate the role of ICT on how technology can be harnessed.
- j. Exploring how cultural and societal factors influence the teaching and learning of listening skills.

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APPENDIX I (CONSENT LETTER)**CONSENT LETTER**

Dear Sir/Madam,

I am writing to request your participation in my research project titled "Teachers' Perspectives and Practices in Teaching Listening is Basic Level" which is being conducted under the guidance of Lecturer Kamal Raj Dahal in the Department of English Education

Your cooperation in completing the test items and providing your responses is of utmost importance to the successful completion of my research. I deeply appreciate your willingness to contribute, and I want to assure you that your responses will be used exclusively for this study. Furthermore, please rest assured that all responses will be treated with the utmost confidentiality and will remain anonymous.

Thank you for your valuable assistance.

Researcher

Hem Raj Bishwakarma

Department of English Education

APPENDIX II (INTERVIEW SCHEDULE)

The questions for the interview

Teacher's name:

School's name:

Part-1

- i. Could you introduce yourself?

Part-2

- i. What is your qualification?
- ii. How long have you been teaching in this school?
- iii. Do you know about curriculum? How listening is integrated in present curriculum?
- iv. Do you think teaching listening is important in ESL classroom?
- v. How often do you organize listening activities in the classroom?
- vi. Is teaching listening in the classroom sufficient?
- vii. What are the materials required or you are using in teaching listening? Is it challenging? In what sense?
- viii. Why or why not you are not focusing much in the listening activities in the classroom? Could you give some reasons?

- ix. What should the administration do to help you in the teaching listening in your classroom?

- x. What suggestions would you like to give for the stakeholders?

APPENDIX III (SAMPLE RESPONSES)

Name of the Teacher: Dik Bahadur Kafle

School: Kasturi Secondary School, Itahari

Q: Good after noon Sir,

A: Good afternoon sir,

Q: Today I'm going to ask some questions regarding my thesis. Am I allowed?

A: Sure, Sir, Sure.

Q: We have two parts on our interview, the first part will be introduction and the second part will be other questions. Since it is semi structured interview, I will be asking some cross questions while interview.

Please introduce yourself.

A: Uh, Yeah, it's me Dik Bahadur Kafle

Q: Where are you living sir, permanently?

A: Uh, actually, I am living in Itahari-5, Uhh Rajaswa Dhat, Sir

Q: What is your qualification, Sir?

A: Uh, I have completed my Master's Degree, Sir

Master in Arts or Masters in Education?

It's Master in Education, Sir.

Q: How long have you been teaching in this school?

A: Uh, it has been 15 years, Sir. I've been teaching since 15 years.

Q: So long duration, Sir.

A: Yeah... uh, let's, let's say so.

Q: So what kind of reflection and experience you've got during this 15 years?

A: Uh,, it's wonderful, Sir. Everything, whatever is going on OK since then till now is wonderful.

Q: Okay, so can you just give us small glimpse how the teaching techniques and the way you had then and now?

A: Actually you see when OK we learned in the classroom OK teachers were OK teacher centered, means, lecture method was there and that is that is how I started my teaching in the beginning. Uh it has been totally transformed means changed nowadays, uh, previously, the teachers used to be dictators of the classroom,

nowadays we have been the facilitator in the classroom so I think the technique and methodologies has been changed.

Q: Alright. Do you know about the present basic level curriculum?

A: Uh, yes, I am acquainted with this.

Q: Alright, so how listening is integrated in the present curriculum?

A: Uh, you see, OK means, every chapters it is assigned OK us as listening test means some of the problems attached with in the book itself means the exercise itself then the Curriculum has provided means CDC has assigned specific of it. And ok, at the end of other parts of teaching and then writing section at the end we have been *just OK* engaging children in listening activities too.

Q: Alright so do you think teaching listening is important in ESL classroom? Why or why not?

A: Uh, very wonderful question. Actually, it's very much important. Simply because see the language English is being global language then children how how they learn means ok you see we teachers means in our time whenever we learned that's the thing we really lacked. Our teacher never helped us to listen anything. So we means listening let's say learning listening was beyond our imagination by that time. But in this recent curriculum it is integrated over here and we are just providing to the children to enhance their listening ability. It may help them in their future means studies as well. So it's very much important for children and for their higher studies.

Q: OK so it is said that the languages have four skills, among them listening is the first because without listening a language cannot be acquired and learned. So what do you think about it?

A: Uh, I am totally 100% agreed with this. Listening is most.

Q: So how often do you organize listening activities in the classroom?

A: Uh, Actually I used to just have just listening means I don't have any intact date.

As per my plan whenever my chapter used to be completed uh means listening for me is very much continuous process. Whenever OK I complete the chapter at the end whenever I reach to the listening listening part, ok I used to do it at the same time. I don't wait for that.

OK

Q: So right after you finish the reading comprehension and grammar portion, you immediately go for the listening part.

For the listening part

Q: Alright, the next question for you is that is teaching listening in the classroom sufficient? How much time actually should be allocated? So what your experience says?

A: Uh, actually, teaching listening in the classroom is very much important, no doubt, no option as well. Regarding is it sufficient, for me actually for us as FL means for second language teachers for me the content given in the book is not sufficient. Uh, I, for me, if you just asked individually is it okay or sufficient, I actually, I am just

providing some sufficient script for the students for their additional okay performance.

Q: So what are the materials required or you are using in teaching listening in your ESL classroom, and is it challenging to find out the materials or to deal with the students, to organize total listening lesson, so is it in what sense, is it challenging or what is it?

A: Actually you see in my case it's not that much challenge. Everything school has provided. WiFi and sound system has been provided in each of the classroom. Individually for me it's not challenging because I am doing it since long. So I don't think I have challenges.

Q: You don't feel any challenges?

A: Actually I don't but you see when whenever the audio is given to the children. When I give the audio clip from the native speakers they might feel difficulty to get the exact words. I need to play repeatedly. In general students are getting us. So there is no problem.

Q: So how often you go for intensive listening and extensive listening?

A: It depends upon the text. I have divided into the group. Sometimes I used to give once in a month. I have to handle other thing as well. I do intensive often and extensive sometimes.

Q: Teachers can bring various audio sources into the classroom. So what are you basically using? An audio recorded in the native tone or you read yourself?

A: Thank you very much.

For me, listening not only means to play audio and other things. However, children are listening to the teachers, and that is one form of listening. While reading comprehension the teachers might be getting something. At the listening portion, the audio is there. I play that.

Q: Why and why not you are not focusing in the listening text of the language. What could be some of the reasons that the teachers are not focusing in the listening portion?

A: Okay other schools might not be treating the teachers as friendly as they had to do. Even teachers may not ask to the administration. The teachers' perspective might be so. It is also okay. They might have think in that way. Some teachers might not have the idea on what and how to do the things other might be that the teachers may just reject and overlook the listening portion as they might think that this is not required for the examination point of view. As our examination only checks the reading and writing but for speaking and listening teachers do provide the 'practical marks' on their own. So that might be the reasons. Some schools may not have provided the gadgets. Children might not be interested to listen to the audio because they do not understand.

Q: I have heard that in many schools teachers are pressurized to finish the course in time. What do you think about it?

A: Well reading English is also includes the four level of skills and it is one of the part. Regarding course, I used to manage for a year so everything is going well. Its all about the time management.

Q: What should the administration help with?

A: The things required in the teaching listening some English song, movies and other things that is required in the listening classroom. Some addition things and motivational speech, and they may hire the native speakers in the school. If they happen to manage to bring in the classroom, that will be one of the wonderful thing.

Q: What is your choice in your listening activities?

We can't avoid all, we can bring whatever practical and applicable things should be brought. Everything should go side by side. So it depends on the time.

Q: What suggestions would you give to the stakeholders?

A: In our context, the teachers should gather together. People are neglecting the listening portion. I am against of this. The basic materials, at least, audio player, Wi-Fi, song and other should be managed and the time at least one in a week or so should be managed. And the administrators should thoroughly monitor the activities.

Name of the Teacher: Tek Bahadur Bishwakarma

School's Name: Godavari Bidya Mandir, Itahari

Good afternoon, Sir!

Good afternoon!

So today, we are here for my thesis entitled 'The Perspectives and Practices of Teaching English in Basic Level'. So I kindly request your participation in the interview. And which is aimed at gathering your opinion and your analysis in my thesis. I assure you that in accordance with ethical code of research practices, your responses and personal responses will be treated with the utmost confidentiality. So we have two phases.

Could you introduce yourself, Sir?

My name is Tek Bdr Bishwakarma, and I stay at Gachhiya-6, Morang

Thank you, Sir! Which school you are teaching at?

I am teaching at Godavari Bidya Mandir

May I know your academic qualification?

I M.A. in English

How long have you been teaching?

Since 2074

Particularly, English?

Yeah.

Do you know about the present curriculum of the basic level? And how listening is integrated in the present curriculum?

Yeah, listening is there in the textbook itself. And it has been made very part and partial of. It is simultaneously with the lessons. So at the end of the lesson the listening part is there which is supported by the audio which we need to download.

Have you, by the way, gone through the curriculum of the basic level?

Yeah, Gone through but I don't remember now. I have to very frequently visit that

Alright, do you think the integration of the listening at the end of the chapter is correct way of organizing the chapters in a textbook?

It's of course, what I think is the material's been different, however, the listening is very necessary. Because it really gets an idea about the capacity of the students also. It means whatever is being taught to the student is received by the students or not. So their condition also. Sometimes it seems that they are listening very nicely maybe because of their ear defect they may not be able to do so and as a result it becomes easy for us to give them the knowledge individually.

Alright, But you know the language has four skills, and then the listening is the first, but in our textbook, listening is integrated at the last. So don't you think that there is somewhere the ordering of the syllabus and content has to be reorganized?

Of course it is done but the thing is this we know the listening is the first that's why we do it like that only.

So since I am taking your analysis so your answers can be anything that you feel.

Yeah

Do you think teaching listening is important in ESL classroom? Why? Why not?

Listening is very necessary. The reason is that 80 percent of our day to day activities are based on listening and speaking basically.

What role you think does listening have in learning language?

Because listening helps in the reception. It fulfills the receptive phase. Because it helps us to receive the knowledge so once listening is not good then I think some of the knowledge will not be received.

You mean that if listening is not done, language cannot be learned.

Exactly

So how often do you organize listening activities in the classroom?

I do it at the end of every lesson.

Can you make any timetable or frequency like how often in a week?

Once in a week

Why are you giving only once a week in a listening?

Listening is specific. When we explain our lesson, the listening is on.

That is also fine, but don't you think that the listening is one of the most important factor in language learning. The most priority had to be given on listening itself. But at the end of the day what we are doing is that we are teaching all the things but we are simply little bit neglecting of the listening part?

In many of the places it will not be given that importance. But it also needs gadgets is very important. In the absence of these gadgets, we don't think of organizing this activities.

Is teaching listening in the classroom is sufficient? How much time actually allocated?

Teaching nearly half an hour is sufficient

How much time you are taking?

I'm taking 45 minutes

So you mean the time should be extended?

Yeah the time should be extended in my class. It is not all the time, but seeing the topic the nature of the topic we are talking about

Have you ever planned extending your listening activities in your class?

My maximum time is only 45 minutes only. Our period is a 45 minute, 5 minute before and after is 5 minute required joining the classes and before five minute of the beginning of the listening section, we have to keep the things ready.

What are the materials required you are using in teaching listening?

Audio devices required and of course one switch board is required for power supply otherwise it will be very difficult to conduct.

You mean that an audio player and a switch board and at the same time audio materials required. Authentic audio materials also required.

Don't you think that they need some activities and papers some questions?

Yeah, on the basis of listening materials the question has to be prepared.

So do you know the types of listening? Intensive listening, extensive listening?

Generally in your classroom what kinds of listening is done?

Intensive listening, I give reference to the intensive listening

Have you gone through the extensive listening as well?

Of course I am not aware of it.

Let me make you clear. Extensive listening is especially done for pleasure only, listening to song,

Is listening is challenging in the classroom?

It's not that challenging. The challenging part is that we have to quieten the students

Generally what happens is that may be from your side it's not difficult because you'll just bring

The problem is with the process like how do you organize the students and how do you divide the students and how students are engaged in the activities overall reorganization of the classroom.

It is of course. For me I have five groups readymade right from the beginning as an the chapter and theme demands, they do it immediately. And they are given some tasks like discussion and so on. They are used to it.

You think its not so much challenging

When the things are there whatever we require, the classroom also should be spacious sometimes demand movement and so on

How do your students respond to your class? Especially in the listening class?

I make always the listening the part of their evaluation that's why they are not in uninteresting sometimes they don't show their interest also

So why or why not you are focusing much on your listening activities because you said that you are focusing in listening in the classroom? Why are you much focusing?

It's a gathering skill we can say so there is a saying a good listener is a good speaker that's what I believe into

That's your philosophy? That's a good philosophy in the classroom

What should the administration do?

I expect them to support me with a gadget which is audible enough that's all.

What suggestions would you like to give for the stakeholders?

For them my suggestion is that let the listening be a very important part of teaching in the class.

Most of the teachers they boast themselves that they have time constraints, they have to finish the course on time and also some of the administrators say that let's not give focus to the listening because it's not been included in the examination. What do you say to those teachers?

I believe that the listening is very very important if they don't listen they will get problem in speaking. If they listen then only they can present their productive skill—write . so it is very important part. Without listening, speaking and other activities are not complete. Writing the examination. Nowadays the things are like that, they read

the book they may not be able to grab all the idea from the book so listening is very important. If we don't do listening, the auditory learner will get neglected.

Thank you for your kindness and cooperation

Welcome sir.