

**Practices of Listening Activities at Grade X: Effectiveness and Practicality**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfilment for the Master of Education in English**

**Submitted by  
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**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
2025**

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## **Declaration**

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

Date: **20 April, 2025**

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### **Recommendation for Acceptance**

This is to certify that **Ms. Shrijana Singh Rajabnshi** has prepared this thesis entitled **Practices of Listening Activities at Grade X: Effectiveness and Practicality** under my guidance and supervision. I recommend this thesis for acceptance.

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## **Dedication**

*Dedicated to*

*My parents and teachers whose blessings are with me forever.*

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This study is an output of the continuous encouragement of my respected thesis supervisor, teachers, dear friends, seniors, and participants, who provided me untiring support and proper guidance during this process. I, therefore, would like to thank everyone for their regular inspiration.

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**Shrijana Singh Rajbanshi**

## Abstract

The study entitled **Practices of Listening Activities at Grade X: Effectiveness and Practicality** was conducted to identify the current practices of listening activities at grade ten and to explore the teachers' view towards the quality of listening activities in terms of its effectiveness and practicality. For this, I used a qualitative research design and adopted descriptive method to carry out this research work. To carry out this study, five secondary level English language teachers of community schools from Kavrepalanchok district were chosen as sample of study using purposive non-random sampling strategy. The data collected through semi-structured interview were analysed using thematic approach. The findings of the study showed that school administration did not much focus in managing materials for teaching listening. Yet, teachers tried to engage the students in listening activities based on whatever materials they could manage themselves. They used activities such as listen and respond, listen and draw, and listen and answer the question given. However, teachers wanted training and materials to engage them in listening activities.

This thesis consists of five chapters. The first chapter deals with the introduction of the study which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms. Similarly, the second chapter is about the review of theoretical as well as empirical literature and its implication for the study. Moreover, it also includes the conceptual framework. Likewise, the third chapter deals with the methods and procedures of the study which covers design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. In the same way, the fourth chapter includes the analysis and interpretation of the data. Finally, the fifth chapter incorporates the findings and conclusion of the study followed by some policy, practice, and further research related recommendation based on the study.

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### **List of Abbreviations/Acronyms**

EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
LT	:	Language Teaching
MT	:	Mother Tongue

## **Chapter I**

### **Introduction**

This chapter includes background of the study, objectives of the study, research questions, significance of the study, delimitation of the study, and operational definition of the key terms.

#### **Background of the Study**

Language skills refer the confidentiality and ability to communicate on the languages. English language consists of the four language skills. And among them learner face more difficulties with listening skill. It is a receptive skill of language which comes initially in the phase of language learning. It has great impact on the other skills of language. Listening is a complex process that Underhood (1989) describes as paying attention to sounds and understanding their meaning. It involves actively focusing on what the speaker is saying, interpreting the message, and grasping both the literal content and the emotions behind the words. Good listening requires engagement and feedback, showing that understanding and encouraging further conversation. The context, including the listener's background and relationship with the speaker, also affects how well we listen. Overall, improving our listening skills is important for effective communication and building better connections with others. It has a significant role in day-to-day communication. It involves identifying tone, stress and intonation of the spoken language. Listening activities refer to tasks or exercises designed to help learners to practice and improve their listening skills. These activities often involve listening to spoken language, such as conversations, stories, or lectures, and then responding or answering questions based on what they heard. The goal of listening activities is to enhance comprehension, retention, and the ability to process auditory information, making them a vital part of language learning and communication skills development (Vandergrift & Goh, 2012).

English is a foreign language in the context of Nepal. While teaching listening if the learner gets the native speaker, then the teaching listening becomes more effective but in the context of Nepal students rarely get the exposure of native speakers of the English language. Likewise, English language teachers also don't give as much as

priority they could for the listening skills even it covers certain scores for their assessment. Before the implementation of the grading system in Nepal they were used to be a separate listening test for the students at exam centre to evaluate students' skills. After the implementation of the NCF 2017 the external evaluation system changed into the part of internal assessment. Likewise, we can experience that if there is not availability of the native speaker, the authentic materials then ICT tools can be used. Geographic and economic factors hinder to make the listening skills more efficient and effective.

At the present scenario of Nepal, English language teaching is highly concerned with communicative competence (CDC, 2021). Listening skill is as crucial as other skills of language for developing communicative competence. The grade ten English curriculum focuses on improving students' English language skills through the development of these four areas. While talking about the specification grid of test; forty, thirty-five, fifteen, and ten marks are allocated for reading, writing, speaking, and listening skills respectively. The textbooks of grade ten include different listening activities in each unit for the development of listening skill of the students. For example, listen to the conversation and fill in the blanks with suitable words or phrases, listen to the conversation and choose the best answers, listen to a religious programme on the radio or television and note down a few ideas of the scholars and convey to your friends, listen to the description about Australia and answer the following questions, listen to the description of the two pictures and complete them drawing what is missing, and so on. Such activities in the textbook are enough to make students well in listening skill. It is also helpful for the teachers to run a listening test to identify the students' capacity in listening skill. Hence, present English curriculum and textbooks of grade ten has mentioned different listening activities in the textbooks, providing clear framework on how to assess listening skill are some strong and positive steps of English curriculum in the field of listening.

The goals for grade ten are to help students understand spoken English for everyday situations, speak English fluently and accurately, communicate and work effectively with others in pairs, groups, and class discussions, read various fiction and non-fiction texts, write descriptive, narrative, and creative pieces, and use all four skills in personal, social, and academic contexts. Additionally, the curriculum aims to

encourage students to think creatively and critically in English and to solve real-life problems.

Likewise, allocating ten marks for listening test seems setting clear objectives in the development of listening competence. An English language teacher can clearly get enough insights to teach and test English observing the English curriculum and the textbooks prepared by Curriculum Development Centre (CDC). I experienced being foreign language teacher of English in low resourced teaching listening materials environment may become sorrowful when teaching listening often neglected in community school and perceived as a tiny process of internal assessment even though it is an initial language skill and can directly effect on the language teaching. It is crucial to study on how listening skill has been taught and what would be the activities, or it is neglected. For this, teachers are major aspect of the study. As teachers are directly associated with development of listening activities and conducting test, we need to study their own views so that we could get authentic and valid results.

Listening practices are outlined in each chapter of Grade ten English, and this study aims to explore how these practices are implemented at the grassroots level. It focused on investigating current listening activities in Grade ten and gathering teachers' perspectives on their quality and effectiveness. The findings from this study helped improve the effectiveness of listening activities and provide relevant authorities with insights into the current state of English listening practices.

### **Statement of the Problem**

Listening is the prime skill for the language development. It comes initially in the process of language learning. It helps students to get the sense, meaning and ideas of the target language. It assists the students to know the pronunciation, intonation vocabulary, meaning in the context. It also effects on speaking. When, students have better listening skills they perform better in speaking (Rost,2011). Language teaching is the process of instructing learners in the skills and knowledge needed to communicate effectively in a particular language, encompassing various aspects such as vocabulary, grammar, pronunciation, and cultural understanding (Richards & Renandiya 2002). Language teaching also includes teaching reading, writing,

speaking and listening. Furthermore, Heaton (1990) believes that we cannot get full benefit from separating the four skills while testing language. It would be better if we interconnect all the skills and language tester should always give equal importance to four skills equally.

Even though listening test occupies ten marks, my personal experiences speak that testing of listening skill is not taken as important as the testing of reading and writing skills and its effect can be easily seen in classroom teaching and how much it is ignored. Written activities are conducted with full concentration whereas listening and speaking activities are not taken seriously. Such practice in language teaching can ignore the key to language teaching. In this case, it is essential to find out the effectiveness English language listening activities from teachers' and students' view. Along with that, it is pivotal to dig out the current practices of listening activities secondary level. This study found out the effectiveness and practicality of listening activities focusing the practice of English language teaching.

### **Objectives of the Study**

This research work highly concerned in exploring the practicality of listening activities in grade ten. The main objectives of this study were:

- a. To identify the current practices of listening activities at grade ten.
- b. To explore the teachers' view towards the quality of listening activities in terms of its effectiveness.
- c. To suggest some pedagogical implications.

### **Research Questions**

To get this benefit, the research had the following research questions:

- a. How are the listening activities practiced in present situation?
- b. What are teachers' views towards listening activities?

### **Significance of the Study**

Each research work has its significance on its related field. This study is concerned with exploring the present practice of listening activities. Likewise,

teachers' view towards quality of listening activities is another focus in this study. This study was beneficial for the English language teachers to conduct listening activities of English more effectively. Furthermore, this study would be fruitful to give insights to English language teachers to test listening skills of English language. Moreover, it helps to transform the current practices of listening activities to reality from formality. It becomes useful in providing information to the concerned authorities on how listening activities is going on in classroom and helps them to give suggestions to the English teachers to run listening activities effectively.

### **Delimitations of the Study**

This study had following limitations:

- i. The study was conducted among ten English language teachers from Kavrepalanchok district.
- ii. The study was delimited to five teachers who have been teaching English to tenth grade students.
- iii. The study was confined to the practices of listening activities.
- iv. The data were collected through in-person interview.

### **Operational Definition of the Key Terms**

**Listening skill:** An ability to listen the utterances and capacity of understanding what the speaker has said. One of the basic skills of language.

**Listening Activities:** Structured exercises designed to improve listening skills, such as guided listening tasks, audio-visual presentations, or interactive listening games

## **Chapter II**

### **Review of Related Literature and Conceptual Framework**

This part consists of theoretical and empirical literature. For literature review, different books, articles, and other related documents have been studied. This work helps to build up theoretical as well as practical knowledge to run the research smoothly. Moreover, existing gaps on the related field also come into mind through it. Here, the ideas from different books and articles are organized on different topics.

#### **Review of Theoretical Literature**

This sub part includes theoretical ideas related to listening skill teaching and testing. This sort of knowledge provides theoretical insights and helps to carry out entire work more systematically and scientifically.

#### ***Listening Skill***

Listening is one of the most fundamental and inseparable skills of teaching English and it is primary language skill for foreign language learners (Ghimire, 2019). Listening is the natural precursor to speaking; the early stage of language development in a person's first language (and in naturalistic acquisition of other languages) is dependent on listening (Nation and Newton, 2009). Palmer (2014) also believes that listening always comes first before a child speaks and well before s/he reads or writes. Joshi (2019) takes listening as multifaceted process, and also a reciprocal skill which comes most of the time with speaking skill too. In listening the listener receives the incoming data, an acoustic signal, and interprets in on the basis of a wide variety of linguistic and non- linguistic knowledge (Khania, 2005).

#### ***Types and Purposes of Listening in Language Learning***

Listening is a foundational skill in language acquisition and communication, playing a crucial role in understanding and interacting with others. In language education, listening can be divided into two primary types: extensive listening and intensive listening (Wilson, 2008). Each serves a unique purpose, contributing to different aspects of linguistic proficiency. This study explores these

types and their purposes, emphasizing their roles in developing listening comprehension, fluency, and overall communicative competence.

### ***Extensive Listening***

Extensive listening involves exposure to language in a relaxed, natural setting, allowing learners to listen for general understanding rather than focusing on specific details. This type of listening is often associated with engaging in language for enjoyment or gaining an overall sense of a text's meaning (Harmer, 2007). Extensive listening typically includes activities like watching films, listening to music, or following conversations in authentic contexts, providing learners with a low-stakes environment for language acquisition.

One significant benefit of extensive listening is that it promotes fluency in listening comprehension. By engaging with language as a continuous stream rather than discrete sounds or phrases, learners gradually become more comfortable processing spoken language in real-time (Nation & Newton, 2009). According to Renandya and Farrell (2010), extensive listening activities can enhance language exposure and broaden learners' vocabulary and general language knowledge. Additionally, repeated exposure to language in authentic contexts helps students become accustomed to natural language features such as varied intonation, contractions, and informal expressions, thus improving their ability to comprehend spoken language.

It also serves the purpose of building confidence in language learners. Since it is not evaluated or tested, students can engage with materials more freely, often finding enjoyment in the process. This unstructured interaction with the language can reduce anxiety and promote a positive attitude toward language learning. As Krashen (1985) highlights in his Input Hypothesis, comprehensible input language input that is slightly beyond the learner's current proficiency level is crucial for language acquisition. Extensive listening activities, with their broad and often accessible content, provide ample opportunities for such comprehensible input, helping learners acquire new vocabulary and structures in context.

### ***Intensive Listening***

In contrast to extensive listening, it involves listening exercises that demand close attention to language details, such as pronunciation, grammar, vocabulary, or specific information (Wilson, 2008). It often includes structured tasks, like listening for specific information in an audio text, distinguishing between sounds, or identifying grammatical patterns. Such tasks require a high level of concentration and allow learners to practice and refine particular listening sub-skills.

The primary purpose of intensive listening is to enhance accuracy in comprehension and interpretation. By concentrating on specific language features, learners can develop a finer understanding of phonological details, such as stress and intonation, and improve their ability to decode individual sounds and words. Brown (2007) emphasizes that intensive listening activities, like listening for detail, support learners in recognizing and understanding the nuances of spoken language. For example, dictation exercises, a common form of intensive listening, help learners distinguish between phonemes, develop spelling skills, and enhance their understanding of syntax (Field, 2008). This attention to linguistic details is essential for learners, particularly those in the early stages of language acquisition, as it helps build a solid foundation in language structure and phonetics.

Furthermore, it promotes specific listening strategies. Since it often involves analyzing language segments, it teaches learners how to listen for key information, detect patterns, and predict meaning based on linguistic cues. This aligns with metacognitive strategy instruction, which focuses on teaching learners how to regulate and monitor their comprehension (Vandergrift & Goh, 2012). Wilson (2008) suggests that intensive listening exercises, such as identifying keywords or summarizing details, foster active engagement and help learners become more aware of their listening processes. This metacognitive awareness enhances their ability to use strategies effectively in real-world listening situations, thus improving their self-regulation skills and listening efficiency.

### ***Balancing Extensive and Intensive Listening for Effective Language Acquisition***

A well-rounded listening curriculum integrates both extensive and intensive listening to address the various needs of language learners. Extensive listening, with

its focus on fluency and confidence-building, complements intensive listening's focus on accuracy and linguistic analysis (Nation & Newton, 2009). Both types contribute to a more comprehensive understanding of language by engaging learners in different cognitive processes. Extensive listening promotes a top-down approach, encouraging learners to grasp the gist and contextual meaning, while intensive listening fosters a bottom-up approach, focusing on specific language components (Field, 2008).

Wilson (2008) argues that combining both types of listening helps learners develop communicative competence, which is the ability to use language effectively and appropriately in diverse contexts. Extensive listening allows learners to experience language as it is used in real-life settings, exposing them to colloquial expressions, cultural references, and varied accents. Intensive listening, on the other hand, provides the practice necessary for mastering linguistic accuracy, helping learners identify and produce language features correctly. Together, these listening types prepare learners to handle real-world communication by developing both their comprehension and production skills.

In addition, extensive and intensive listening address the needs of learners with different learning styles and goals. Some learners may benefit more from extensive listening if they are focused on conversational fluency, while others, such as those preparing for proficiency exams, may require more intensive listening practice (Harmer, 2007). Research by Vandergrift and Goh (2012) also supports the idea that a combination of both types promotes balanced development, as it allows learners to improve both speed and precision in listening.

### ***Phases of Listening Activities in Language Learning***

Listening is a critical component of language acquisition and communication (Richards, 2008). Structured listening activities help students develop comprehension and interpretive skills. The three primary phases of listening activities Pre-Listening, While-Listening, and Post-Listening provide a systematic approach to enhancing students' listening abilities, enabling them to comprehend, process, and reflect on spoken language effectively (Field, 2008)

**Pre-Listening Phase.** This phase serves as a preparatory step that establishes a foundation for successful listening comprehension. According to Wilson (2008), the

goal of this phase is to prepare learners mentally and contextually for the upcoming listening task. By activating students' background knowledge and setting a purpose for listening, teachers reduce cognitive load and help students connect new information to prior knowledge. In this phase, teachers typically introduce relevant vocabulary, explain the context of the audio material, and engage students in predictive activities. These strategies align with schema theory, which posits that comprehension is more efficient when learners can connect new information to existing mental structures or "schemas" (Field, 2008).

One effective method in the Pre-Listening phase is using visual aids, such as images or videos, to familiarize students with the topic. This primes them for the listening task by activating their schema related to the topic. Wilson (2008) notes that activating prior knowledge helps reduce anxiety, as learners feel more prepared for the task ahead. Another technique involves having students make predictions based on the title, key words, or visual cues, which fosters a sense of purpose and engagement. Predictive activities not only prepare students to understand the main ideas in the audio material but also engage them cognitively, improving their focus during the listening process (Field, 2008). By setting a purpose for listening and previewing key vocabulary, teachers provide students with the tools they need to understand and engage with the content, which is essential for successful comprehension.

**While-Listening Phase.** It is the core of the listening activity, where students engage directly with the audio material. This phase focuses on helping students understand, interpret, and retain information in real-time. Effective While-Listening activities often guide students to listen for both general meaning and specific details, requiring concentration and active listening. Field (2008) suggests that providing focused listening tasks, such as identifying key points or noting specific information, helps students manage the complexity of spoken language, which can include unfamiliar accents, vocabulary, and varied pacing.

One common While-Listening activity is "listening for gist," where students aim to understand the overall meaning of the material without focusing on details. This approach encourages students to process spoken language holistically, which is crucial for developing fluency and comprehension. Wilson (2008) highlights that listening for gist can also build confidence, as students realize they can understand the

main ideas even if they miss some details. On the other hand, activities like “listening for specific information” target detailed comprehension by asking students to focus on particular words, phrases, or facts. Such tasks support learners in developing accuracy by training them to recognize critical elements within the audio, which is particularly useful for beginner and intermediate learners.

Additionally, repeated listening can be beneficial during this phase. By replaying the audio material, teachers allow students to focus on different aspects of the content with each audio clip, such as main ideas first and specific details later. Research suggests that multiple exposures to the same audio content enhance comprehension and retention (Renandya & Farrell, 2011). This incremental approach enables students to build their listening skills gradually, developing both fluency and accuracy. By providing specific tasks during the While-Listening phase, teachers facilitate active listening and comprehension, guiding learners to engage with the language in a purposeful, structured manner.

**Post-Listening Phase.** It provides an opportunity for learners to consolidate their understanding, reflect on the content, and practice language skills in a meaningful context. This phase supports cognitive processes related to memory and retention, helping learners internalize the information they have listened (Field, 2008). In this phase, teachers often use activities that encourage discussion, summarization, and personal response, allowing students to apply what they have learned in communicative ways.

One effective post-listening activity is summarization, where students recount the main points or key details of the listening material. This exercise reinforces comprehension by encouraging students to process the material actively and reflect on its structure and content (Wilson, 2008). Summarization can be done orally or in written form, providing students with the chance to practice both productive skills (speaking or writing) and listening comprehension.

Listening is a critical component of language acquisition and communication (Richards, 2008). Structured listening activities help students develop comprehension and interpretive skills. The three primary phases of listening activities Pre-Listening, While-Listening, and Post-Listening provide a systematic approach to enhancing

students' listening abilities, enabling them to comprehend, process, and reflect on spoken language effectively (Field, 2008). Furthermore, by connecting the listening material to their personal experiences, students strengthen their understanding and retention of the information. According to Field (2008), these types of reflective, communicative activities reinforce learning by engaging learners in active meaning-making, thus it is fruitful for transforming passive listening into a comprehensive language experience.

Likewise, the Post-Listening phase can include vocabulary review or language analysis exercises. By focusing on specific linguistic elements used in the audio, such as idioms or grammatical structures, teachers help students consolidate language knowledge and become more aware of its practical applications. For example, if students have listened to a conversation using expressions for giving advice, a follow-up exercise could involve practicing similar expressions in different contexts. This approach not only reinforces vocabulary but also enhances students' ability to recognize and use language structures in real-life communication (Wilson, 2008).

### ***Key Listening Strategies on Language Teaching***

Primary listening strategies for language teaching are as follows:

**Prediction and Activating Background Knowledge.** Prediction is a pre-listening strategy that engages learners by prompting them to anticipate the content of a listening passage based on contextual clues, such as titles or visuals. This approach not only prepares students cognitively for what they are about to hear but also helps them activate relevant background knowledge, making comprehension easier. According to schema theory, comprehension is enhanced when new information can be linked to existing mental frameworks or schemas (Field, 2008). For instance, before listening to a conversation about travel, students might predict possible vocabulary or themes related to destinations, modes of transport, and cultural elements.

It is also a useful strategy for managing anxiety. Learners who anticipate content often feel more confident as they listen, knowing they are prepared for some of the material. Brown (2007) notes that prediction encourages active engagement and reduces the cognitive load during listening, as learners have already activated some

mental pathways related to the topic. This approach not only improves comprehension but also contributes to learners' motivation and interest.

**Listening for Specific Information and Keyword Recognition.** It is also known as selective listening, involves focusing on key details within a larger context. In real-life listening situations, people often listen selectively to capture relevant information, such as dates, names, or locations, and teaching students this skill helps them prioritize important details in spoken language. By training learners to identify keywords or phrases, educators encourage them to filter out extraneous information, focusing on essential points that contribute to comprehension (Goh, 2000; Vandergrift & Goh, 2012).

Field (2008) suggests that selective listening is particularly valuable for intermediate and advanced learners, as it aligns with how native speakers process language in everyday communication. For example, students might be tasked with identifying key points in a news broadcast or specific details in a set of instructions. This strategy not only improves comprehension accuracy but also trains learners to listen in a purposeful, focused manner.

**Summarizing and Paraphrasing.** Summarizing is a post-listening strategy that requires learners to condense the content they have heard into a more concise form. This strategy helps learners internalize and retain information, as it involves actively processing the material rather than merely recalling details. Wilson (2008) highlights that summarizing encourages learners to identify main ideas, essential information, and logical flow, which contributes to a deeper understanding of the material.

Paraphrasing, a related strategy, requires students to rephrase spoken content in their own words. This approach strengthens both comprehension and production skills, as learners practice using their vocabulary to express similar meanings. When students summarize or paraphrase after listening, they reinforce language structures and vocabulary they have heard, thus building memory retention and language flexibility. According to Nation and Newton (2009), paraphrasing supports the development of communicative competence and fluency. These skills are particularly valuable in academic settings, where summarizing and paraphrasing spoken

information are essential for note-taking and participation in discussions (Vandergrift & Goh, 2012)

**Monitoring Comprehension and Self-Assessment.** Monitoring comprehension is a metacognitive strategy that encourages learners to evaluate their understanding during listening. Vandergrift and Goh (2012) describe comprehension monitoring as a form of self-assessment, where students actively check their progress, identify gaps, and adjust their approach if needed. By teaching learners to notice when they lose track of the content or misunderstand information, educators help them develop resilience and adaptability.

One effective way to teach monitoring is through guided listening exercises. For example, teachers can pause an audio passage and ask students to summarize what they understood or predict what might follow. These “checkpoints” not only help students stay engaged but also promote awareness of their listening process. Self-assessment, combined with comprehension monitoring, encourages students to take ownership of their learning, which is vital for building independence and confidence in language skills (Oxford, 2011).

**Note-Taking for Active Engagement.** It is a cognitive strategy that allows learners to record important points, vocabulary, and other details while listening. This approach is particularly useful for academic listening, where students need to capture complex information from lectures or discussions. According to Brown (2007), note-taking enables learners to organize their thoughts, structure information hierarchically, and focus on key ideas while discarding less relevant content.

Effective note-taking involves more than simply writing down words; it requires students to identify themes, categorize information, and make connections. For example, learners might use symbols or abbreviations to capture main ideas, or create a simple outline of the content as they listen. By teaching structured note-taking techniques, teachers provide students with a practical tool that enhances comprehension and aids memory retention. Note-taking thus supports both immediate and long-term listening goals, as students can review their notes and reinforce their understanding after listening tasks.

## ***Authenticity in Listening Materials for English Language Teaching***

Authenticity in language teaching refers to the use of materials and resources that reflect real-life language use and communication. In the context of English language teaching (ELT), authenticity in listening materials is crucial for providing learners with exposure to the language as it is used by native speakers in everyday situations. According to Gilmore (2007), authentic listening materials encompass a variety of forms, such as podcasts, radio broadcasts, interviews, and conversations. This essay explores the importance of authenticity in listening materials, the characteristics that define them, and effective strategies for incorporating them into English language teaching.

### ***The Importance of Authentic Listening Materials***

Authentic listening materials are essential for several reasons. First, they provide learners with exposure to natural language, which is crucial for developing listening comprehension skills. According to Gilmore (2007), authentic materials help learners familiarize themselves with the rhythm, intonation, and colloquial expressions characteristic of native speakers. This exposure is vital for learners to interpret spoken language accurately and effectively. Unlike scripted materials, which may present language in a simplified or exaggerated manner, authentic materials reflect the complexities and nuances of real-world communication.

These materials enhance learner motivation and engagement. When students encounter content that reflects their interests, cultural contexts, or real-life situations, they are more likely to be motivated to learn. Authentic materials can include topics relevant to students' lives, such as current events, popular culture, or personal experiences, making the learning process more relatable and enjoyable (Lynch, 2015). Engaged learners are more likely to participate actively in discussions and practice their listening skills, leading to improved language proficiency.

Likewise, authentic listening materials promote cultural awareness and understanding. Language and culture are intertwined, and exposure to authentic materials allows learners to encounter cultural references, social norms, and idiomatic expressions inherent in the target language (Mendelsohn, 2006). This cultural exposure not only enhances language comprehension but also equips learners with the

skills to navigate diverse social interactions and understand the subtleties of communication in various contexts.

### *Characteristics of Authentic Listening Materials*

Authentic listening materials possess distinct characteristics that differentiate them from traditional, scripted resources. These characteristics include:

**Naturalness.** Authentic materials reflect the spontaneous and unedited nature of real conversations. They include features such as interruptions, hesitations, and informal language use, which are often absent in scripted dialogues. This naturalness helps learners become accustomed to the unpredictability and variability of spoken language (Richards, 2008).

**Diverse Accents and Dialects.** They expose learners to a variety of accents and dialects, which is crucial for developing listening comprehension in a global context. Understanding different pronunciations and speech patterns prepares learners for real-world interactions where they may encounter speakers from various backgrounds (Lynch, 2015).

**Contextual Relevance.** These types of materials are contextually rich, often incorporating social and cultural references that resonate with learners. This contextual relevance not only enriches the listening experience but also fosters discussions about cultural practices and values, deepening learners' understanding of the language and its speakers (Mendelsohn, 2006).

### *Practical Applications of Authentic Listening Materials*

Incorporating authentic listening materials into English language teaching requires thoughtful planning and creativity. Here are some practical strategies for educators:

**Curating Relevant Authentic Materials:** Educators should select a diverse range of authentic listening materials that align with learners' interests and proficiency levels. Resources such as podcasts, interviews, TED Talks, and news segments can provide valuable listening experiences. When curating materials, it is essential to

consider the learners' backgrounds and preferences to ensure engagement (Gilmore, 2007).

**Designing Listening Tasks:** Teachers can create engaging tasks that promote active engagement with authentic materials. For example, they can use prediction activities where learners guess the content based on titles or images, followed by focused listening exercises that require students to identify specific information or summarize key points. Task-based learning enhances comprehension as learners actively process the material while listening (Richards, 2008).

**Facilitating Discussion and Reflection.** After listening to authentic materials, educators should encourage discussions and reflections to allow learners to express their thoughts and opinions. Group discussions can promote critical thinking and cultural exchange, while reflective journals provide a space for learners to articulate their understanding and feelings about the content (Lynch, 2015). Such activities enhance comprehension and foster a sense of community among learners.

**Incorporating Technology.** Technology offers numerous avenues for accessing authentic listening materials. Teachers can leverage online platforms that provide podcasts, video content, and authentic recordings, enabling learners to engage with a wealth of resources. Language learning apps often include features for listening practice with authentic materials, allowing learners to reinforce their skills independently (Mendelsohn, 2006).

**Gradual Complexity Increase.** When introducing authentic listening materials, it is essential to consider learners' proficiency levels. Educators should start with materials that are accessible and gradually introduce more complex content as learners become more comfortable with authentic language use. This scaffolding approach ensures that learners are challenged but not overwhelmed, promoting gradual growth in listening proficiency (Gilmore, 2007).

### ***Key Qualities of Good Listening Activities***

Effective listening activities possess several key qualities that enhance their educational value. These qualities include:

**Authenticity.** Good listening activities utilize authentic materials that reflect real-life language use. Authenticity in listening tasks exposes students to natural speech patterns, idiomatic expressions, and various accents, which are essential for developing practical listening skills (Lynch, 2015). For instance, using podcasts, interviews, or news segments relevant to students' interests can create engaging listening experiences that resonate with learners.

**Relevance.** Listening activities should be relevant to students' lives and experiences. When learners can connect the content of the listening task to their own interests, backgrounds, or current events, they are more likely to be motivated and engaged. Activities that incorporate culturally relevant topics or themes not only enhance engagement but also promote meaningful discussions and reflections (Mendelsohn, 2006).

**Clear Objectives.** Each listening activity should have clear and achievable objectives that guide learners in their listening process. According to Richards (2008), clear objectives help students understand what they are expected to achieve during the activity, whether it is identifying specific information, summarizing content, or analyzing the speaker's perspective. Well-defined objectives provide a sense of purpose and direction for learners, enhancing their focus and engagement.

**Variety of Tasks.** Good listening activities incorporate a variety of tasks to cater to different learning styles and preferences. For example, activities can include pre-listening tasks (such as predictions), during-listening tasks (such as note-taking or gap-fill exercises), and post-listening tasks (such as discussions or reflections). This variety not only keeps learners engaged but also allows them to practice different listening skills and strategies (Vandergrift & Goh, 2012).

### ***Interactive and Collaborative***

Effective listening activities promote interaction and collaboration among students. Group discussions, pair work, and peer feedback encourage learners to share their thoughts and interpretations, enhancing their comprehension and critical thinking skills. Collaborative activities foster a sense of community in the classroom, allowing students to learn from one another and build their confidence in speaking and listening (Gilmore, 2007).

### ***Feedback and Assessment***

Providing feedback is a crucial aspect of good listening activities. Teachers should assess students' listening skills and provide constructive feedback that helps them improve. This can include informal assessments, such as observations during discussions, or formal assessments, such as quizzes or reflections on listening tasks. Timely feedback helps students identify areas for improvement and reinforces their progress in listening comprehension (Lynch, 2015).

### ***Examples of Good Listening Activities Podcast Listening***

Teachers can select age-appropriate podcasts on topics relevant to students' interests. After listening, students can complete comprehension questions, summarize the content, or engage in group discussions about their thoughts and reflections. This activity promotes engagement and critical thinking while exposing students to authentic language use (Rahimi & Zhang, 2015).

**Role-Play and Simulation.** In this activity, students can listen to a dialogue or a conversation and then re-enact the scenario in pairs or small groups. This interactive task allows learners to practice their speaking and listening skills while fostering collaboration and communication.

**News Reports.** Teachers can use short news segments or clips from reputable news sources. After listening, students can discuss the main ideas, key details, and their opinions about the news topic. This activity enhances critical thinking and encourages students to engage with current events.

**Video Listening.** Using short video clips, teachers can create a variety of listening tasks. Students can watch the clip, then complete specific tasks such as filling in the blanks in a transcript or discussing the characters' motivations and actions. Video listening activities provide visual context that aids comprehension.

**Guest Speakers.** Inviting guest speakers to the classroom can create authentic listening experiences. After listening to the speaker, students can engage in a Q&A session, allowing them to practice their listening skills and interact with native speakers. This real-world connection enhances motivation and relevance.

### ***English Curriculum of Grade Ten and Listening Skill***

The present English curriculum of Nepal is based on communicative language approach, that is to say it has incorporated four language skills and language functions equally. It has focused on developing English language and the target competencies through the enhancement of all four skill.

**Learning Outcomes in Listening Skill.** English curriculum has set up grade wise learning outcomes for all four skills. Dealing with listening skill, it has mentioned different learning outcomes in grade nine and ten. Identify and discriminate sounds, stress and intonation patterns (compare similar and contrastive sounds between Nepali and English, identify different positions of stress in words and junctures across words), respond accurately to spoken directions or instructions from a variety of sources (follow multi-step oral instructions, respond tag questions and different wh-type questions), listen to spoken language text, understand the gist and retrieve specific information from it, practice thinking skills while listening (making predictions, generalizations, and reflection based on various texts) etc. are learning outcomes for grade nine. While considering about grade ten; identify and discriminate sounds, stress and intonation patterns (identifying confusing sounds in Nepali and English like think- sink, identifying meaning from different intonation patterns), listen and respond to common expressions (complete various types of listening comprehension tasks based on audio-visual information given in pictures, short stories and descriptions), record in note or make summary from the main points of spoken messages, practice thinking skills while listening (draw conclusions related to the mood of the speaker, listen to discussions to agree or disagree) etc. are some learning outcomes of grade ten.

Understanding learning outcomes focused by curriculum helps teachers to design test items and to test accordingly. For this research study, it is helpful in order to identify whether teachers have focused on such outcomes.

**Assessing Listening.** English curriculum of grade ten has made the provision of internal exam for testing listening. Language teachers are responsible to run listening test internally. According to the curriculum, multiple- choice test framework or other types of comprehension questions like matching, true/false, listen and draw, listen and

act, table completion, drawing a map, gap- filling, and labelling diagrams are some test items which can be used to run a listening comprehension test. Along with that, dictation and note taking can also be used for the effective assessment of listening skill, in which dictation can also help to assess spelling and pronunciation of students.

*Specification grid.* Specification grid speaks that the secondary English curriculum is based on language skills and aspects. It has allocated forty percent marks for reading, thirty- five percent for writing, fifteen percent for speaking, and ten percent for listening.

It has provisioned that ten test items should be there having one mark for each and testing listening takes twenty minutes of time. Furthermore, it has included following components:

*Purpose.* The purpose of listening test according to the curriculum is to find whether the students have obtained the learning outcomes of listening mentioned in the curriculum.

*Listening constructs.* Listening for the gist, listening for specific information, listening for main ideas and supporting details, listening to deduce the meaning of words, and listening to infer meaning are the listening constructs mentioned in the grid.

*Types of sound files.* Interviews, conversations, short discussions, advertisements, reports, announcements, news, operating instructions, messages, whether forecast, personal profiles, short narratives, and recorded or broadcast audio material are some sound files discussed in the curriculum.

*Number of sound files.* Three sounds files which contains 4, 4, and 2 marks respectively in order test sounds, stress, and intonation.

*Types of test items.* Multiple choice, fill in the blanks, ordering, matching, and short answer questions are mentioned as test items. It is requested that there should be different questions for three different files.

*Criteria for marking.* While marking, teachers need to focus on the learners' ability to understand the content and context rather than their ability to write.

## **Review of the Empirical Literature**

The previous studies give insight for the upcoming studies in any field. There have been carried different researchers in the field of teaching and testing English language international level by different scholars. In the context of Nepal, there few research focusing listening activities. However, in the present time, it has drawn the attention of many researchers to deal with it. As all researchers must incorporate with the previous researchers, I have gone through some of the researchers.

Nguyen (2017) dug out on “Developing listening comprehension in secondary education through pre-listening activities” The study included two groups of students: one group participated in pre-listening tasks, such as discussing the topic, predicting vocabulary, and reviewing key concepts, while the other group did not. The results showed that students who completed pre-listening activities performed significantly better on post-listening comprehension tests. Pre-listening activities helped students activate prior knowledge, anticipate content, and build context, leading to more focused listening. The researchers argued that these activities are an essential tool in language teaching, helping students approach listening tasks with greater confidence and comprehension. They recommended that teachers incorporate pre-listening strategies to prepare students for the listening content and improve overall comprehension.

Likewise, Roberts and Clarke (2017) explored on “Effects of listening to varied accents on secondary students’ comprehension: An experimental study”. It focused on the effects of listening to different English accents on secondary students’ comprehension. The study involved two groups: one group listened to audio materials with a variety of English accents, while the other group listened to materials with a single accent. The results showed that students who were exposed to varied accents showed better overall listening comprehension and were more confident in understanding different English dialects. The study concluded that exposing students to multiple accents enhances their listening flexibility and helps them become more adaptable to real-world language scenarios. The authors recommended including diverse accents in listening exercises to improve students' listening skills and prepare them for diverse linguistic environments.

Furthermore, Kim and Park (2018) explored on “Incorporating visual cues in listening activities for better comprehension among secondary-level EFL students”. Researchers divided students into two groups: one group used visual cues alongside audio materials, while the other group only used audio. The results showed that students in the visual cue group performed better in comprehension tasks, as the visual aids provided context and reinforced key information. The authors concluded that integrating visual support in listening activities helps EFL students better understand the material, especially when dealing with unfamiliar vocabulary or complex content. They recommended using multimodal approaches in listening instruction to enhance comprehension.

Moreover, Smith and Brown (2018) conducted research entitled “The effectiveness of task-based listening activities on secondary school students' listening comprehension”. This study examined how task-based listening activities impact secondary school students' listening comprehension. A quantitative approach was used, where 200 secondary students were divided into two groups: one engaged in task-based listening activities, including role-plays and problem-solving tasks, while the other group participated in traditional listening exercises. The students' listening comprehension was assessed through pre- and post-tests containing multiple-choice and open-ended questions. The results indicated that the experimental group, which participated in task-based activities, demonstrated better listening comprehension and retention than the control group. Furthermore, students in the task-based group showed higher levels of engagement and motivation. The study concluded that task-based listening activities are more effective than traditional exercises because they provide a contextual, real-world framework for listening practice. It suggested that incorporating such activities into the curriculum could improve listening proficiency in secondary school students.

In addition, Johnson and Lee (2019) carried out research on “Effectiveness of cooperative listening tasks in improving secondary students' listening proficiency”. The researchers used a quantitative design where students were divided into two groups: one engaged in cooperative listening tasks, such as group discussions and peer feedback on audio materials, while the other group completed individual listening exercises. The results showed that students in the cooperative group

performed better on listening comprehension tests, demonstrating that cooperative tasks encouraged active listening, collaboration, and peer learning. The study concluded that working in pairs or small groups enhances listening proficiency by promoting shared understanding and offering support during challenging listening activities. The authors suggested integrating cooperative tasks into listening curricula to improve student listening outcomes.

Likewise, Li and Zhang (2019) carried out research on “Using authentic materials in listening activities to improve English language comprehension of secondary school students”. It focused on the impact of authentic materials, such as podcasts and news broadcasts, on the listening comprehension of secondary school students. The researchers conducted a comparative study with two groups: one group used authentic materials while the other used scripted, simplified listening exercises. The study showed that students who engaged with authentic materials demonstrated a greater understanding of natural speech patterns, vocabulary, and contextual information. The results indicated that authentic materials provide exposure to real-world language use, making them more effective in developing listening skills. The authors recommended integrating authentic listening materials into secondary school curricula to enhance students’ language learning experience. This approach allows students to better adapt to real-life language scenarios, preparing them for future academic and professional challenges.

By the same token, Liu & Zhou, (2023) study investigated Effectiveness of strategy instruction on EFL learners’ listening comprehension via a web-based virtual community of practice. The researchers trained one group of students in listening strategies, including notetaking, predicting content, and summarizing, while the control group received no such training. The study found that students who received strategy instruction scored higher on listening comprehension tests than those who did not. The authors concluded that teaching students specific listening strategies helps them process and retain information more effectively, leading to better listening performance. The study advocates for integrating listening strategy instruction into EFL programs to help students improve their listening skills and increase their overall language proficiency.

Furthermore, Thompson & Gracia (2020) explored on “Interactive listening activities and their impact on secondary students' engagement and listening skills”. This research investigated the effect of interactive listening activities on secondary school students' engagement and listening comprehension. The study used a mixed-methods approach, with 250 students divided into two groups: one participated in interactive listening tasks (e.g., group discussions, role-plays), and the other followed traditional, passive listening exercises. The results showed that students in the interactive group were significantly more engaged, participating actively in discussions and responding to prompts. In terms of listening comprehension, the experimental group outperformed the control group on post-test assessments. The study concluded that interactive listening activities improve listening skills by increasing student engagement and fostering collaborative learning. These activities create a dynamic learning environment, helping students to actively process and interpret spoken language, leading to better comprehension and retention.

Moreover, Davis and Patel (2021) investigated entitled “The impact of technology-enhanced listening activities on secondary EFL learners' listening skills”. They used a quantitative design with two groups: one group engaged in traditional listening exercises, while the other group used technology-based activities, such as language learning apps and interactive videos. Listening comprehension was assessed through a post-test, which showed that the technology-enhanced group had significantly higher scores than the control group. The study concluded that digital tools offer a more engaging and flexible way to practice listening. Technology allows students to listen to diverse accents, improve vocabulary, and self-monitor progress, making it a valuable resource for language learning. The authors recommend incorporating technology-based activities into EFL curricula to boost student listening skills and motivation.

Similarly, Abdulrahman, Basalama, and Widodo's (2018) study investigated the effectiveness of podcast-based activities in improving listening skills among secondary EFL students. Their research title was “The impact of podcasts on EFL students' listening comprehension.” The study involved two groups: one group listened to podcasts as part of their language learning activities, while the control group used traditional listening exercises. The students were tested on their

comprehension of the podcasts, and the results showed that the podcast group performed better in terms of understanding spoken language and retaining vocabulary. The study concluded that podcasts provide engaging, real-world listening content, which improves students' listening comprehension. The authors recommended incorporating podcasts into EFL curricula to offer students authentic language input and increase listening practice.

Most of the previous (above mentioned research) have used quantitative and mixed method approach with various research design. However, nobody has used descriptive research design to explore the study on teaching listening skill in the context of Nepal.

### **Implications of the Review for the Study**

The literature review is a critical part of any research. Without it, a study would have no clear direction. For my research, I reviewed books and studies in the area of language testing and teaching, especially focusing on research related to testing listening skills.

The books and journal authorized by different scholars like Wilson (2008), Harmer (2007), Nation & Newton (2009), Field (2008), Vandergritt & Goh (2011), Renandya & Farrel (2011), Oxford (2011) Gilmore (2007), Lynch (2006), and others helped me to develop my theoretical knowledge and such theoretical review helped me also in developing the central concept of this research. To be specific, Hughes Lynch (2015), Mendelsohn (2006), Gilmore (2007), Oxford (2011) helped me to develop good understanding on key listening strategies, qualities of good listening activities, example of good listening activities, importance of authentic listening materials.

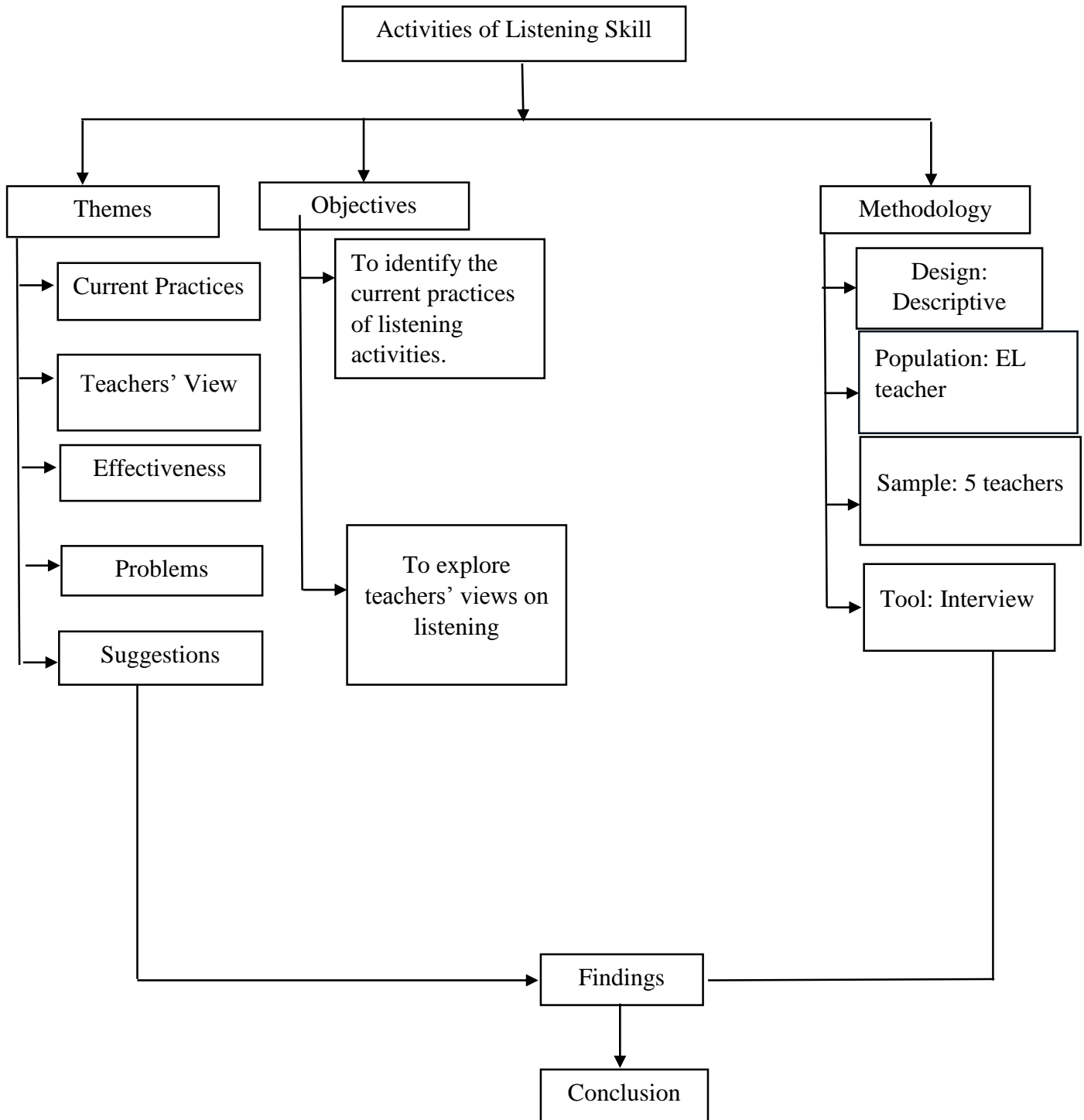
More importantly, study of English curriculum and textbook of grade ten English and teachers' guide have great significance for this study. It helped to know about the level wise competencies and listening activities and way to practice in the classroom. It also lightens up me a clear provision on how to conduct listening activities, skill is given there. How much marks for which skill is also became clear through the study of the curriculum? More importantly, it made clear on the number and types of test items, time necessary for testing listening, mark for each item and

criteria for marking, purpose of testing listening, listening constructs, number and types of sound files, and learning outcomes in listening skill. In all honesty, this study could not go ahead without reviewing the present curriculum of English. To study the current practices in testing listening, one need to be well known on what type of provisions has made by present curriculum.

Correspondingly, empirical literature review has played prominent role in my study. The study conducted by Smith & Brown, 2018; Thompson & Garcia, 2020) helped me to select the research methods and they used mixed method however, I used qualitative approach. (Li & Zhang, 2019) in sighted me on the sector of sampling and I used purposive sampling, and they have also used the same. Similarly, and Zhang (2019), Thompson and Garcia (2020), Davis and Patel (2021) & Johnson and Lee (2019), came up with the innovative finding and they guide me on the data analysis procedure. I used thematic analysis. Researchers had use different methods and came up with different findings. Nevertheless, very few of them has talked about the present practice of listening activities in Nepal and talks about the view of teachers on the quality of listening activities. Thus, empirical literature review helps to find out the gap and to use the appropriate approach for this work

## Conceptual Framework

The following conceptual framework has drawn in order to run this research after the detailed study of the related literature:



## **Chapter III**

### **Methods and Procedures of the Study**

This chapter deals with the methodology and procedures used in this study. It includes design of the study, sources of data, population, sample, and sampling strategy, research tools, data collection procedures, data analysis and interpretation, and ethical considerations.

#### **Design of the Study**

To accomplish this study, I used descriptive research design under qualitative approach. Descriptive research design focuses on observing, describing, and documenting aspects of a phenomenon as it naturally occurs, without manipulating variables (Creswell,2018). It involves collecting data in natural settings through observations, interviews, and written materials to understand people's experiences and perceptions. This design is primarily used to answer "what" questions, providing a detailed and systematic understanding of the characteristics, behaviours, or conditions under study. Likewise, the goal of qualitative approach is to gain insights into people's behaviours, beliefs, and interactions within their context, allowing researchers to explore deeper layers of social phenomena.

My study is concerned with identifying the practices of listening activities analysing the teachers' view. I conducted research via descriptive design under qualitative approach. I believe it is the best way to get and interpret the data including their live experiences, feeling and opinions. It seems that it is a bit complex to identify and assess the problem explicitly with quantitative data, so I went further depth with the help of qualitative data. Thus, I chose descriptive research design to get experience of teachers' and students in natural setting in detail. In addition, time boundary, resource, research knowledge of researcher, and available population, suitability for the study are the major reason behind the selection of descriptive design.

While conducting this research, I collected teachers' view and then go further depth to assess the problem and to find out the solutions explicitly. For this study, I chose descriptive design which helps to get qualitative data.

I conducted semi structured in person interview in which teachers reply on their own words freely. By this way, my study was based on qualitative data because I want get teachers' attitude on listening test using interview and observed the classroom too. I believe, this method was appropriate to achieve the determined objectives of this research work. As it deals with collecting qualitative data using semi structured interview

### **Sources of Data**

Both primary and secondary sources used for the collection of data needed for the study.

#### ***Primary Sources of Data***

Five English language teachers and the facts from classroom observation were the sources of primary data.

#### ***Secondary Source of Data***

Different books (books of Harmer, Heaton etc.), journal writings, thesis work various sites on website, and articles published on the related field were the sources of secondary data.

### **Population, Sample, and Sampling Strategy**

The population of the study were all English language teachers. Among them, five English language teachers were selected using purposive non random sampling strategy from Kavrepalanchok district.

### **Research Tools**

Open observation and interview guidelines were used as tools for data collection. Observation was used to explore the practices of listening activities and interview was conducted to explore their lived experiences.

### **Data Collection Procedures**

For the work of data collection, I developed a set of question for interview based on my research objectives. Then, I made correspondence with English language

teachers and students through my accessible media or physical talk. I made good relationship with them and make them clear about ethical consideration. Then, I gave give the questions just before an hour of interview for teachers and couple of hours before to the student after taking permission to collect the data.

### **Data Analysis and Interpretation Procedures**

Regarding the process of data analysis, the data were coded at first. Then the data were scrutinized general, and they put under different headings. Sub-headings for the data analysis were developed where necessary. Descriptive analysis was made for the clear information of the collected data. The qualitative data was presented thematically. Finally, the data were analysed, explained, and interpreted based on the responses given by the teachers and students while collecting data.

### **Ethical Considerations**

Ethical considerations are crucial when conducting research. Ensuring the authenticity of the study, respecting participants' rights and interests, obtaining permission before collecting data, safeguarding data, and interpreting the collected data correctly are all key ethical responsibilities researchers must uphold.

In line with ethical standards, this study conducted according to established academic rules and ethical guidelines. Participants informed about the study's purpose and objectives, and their consent were obtained prior to data collection. Their confidentiality and anonymity were guaranteed, ensuring that their responses are kept private. The data collected were used solely for the purposes of this study. If the data are needed for any future research, it was only being shared with participants' consent, and no data were disclosed without their agreement. Above all, this research ensured that there is no falsification or misinterpretation of the data.

## **Chapter IV**

### **Results and Discussion**

This chapter includes the presentation, analysis, and interpretation of the data. The information collected through interview and classroom observation were primarily divided into different themes. The themes are frequency and integration of listening text, types of listening materials and resources, effectiveness of affecting listening skills, students' engagement and motivation, classroom management and practicality etc.

#### **Background of the Participants**

I collected the data through the in-person interviews of five secondary level community English language teachers in Kavrepalanchowk district. The backgrounds of these respondent have been mentioned below. The used names are their pseudo names.

Teacher 'Suman': He was originally from Chaurideurali village of Kavre and has been teaching English for ten years.

Teacher 'Sarita': She was also from Churideurali village of Kavre but teaching at Panchkhal, Kavre . She has been teaching English for seven years.

Teacher 'Simon': He was originally from Panauti village, Kavre. He is teaching at Dolalghat for 9 years.

Teacher 'Sunita': She is originally from Jhapa district and teaching English at Sanga for 3 years.

Teacher 'Sumi': She was s originally from Barhabise, Sindhupalchowk but currently teaching at Chaurideurali village from 2017.

#### **Experience and Philosophy of Teaching Listening**

Practical contact with observation and fact is considered as an experience. Teaching Listening has been practised in Nepal from the initial days in English language teaching. Secondary level's English language teachers in Kavrepalnchowk district have varieties of experience as well as philosophy of teaching listening.

In this regard, Sarita (pseudo name) expressed;

*I have been teaching here for more than one decade, my teaching philosophy and perception of teaching listening has been radically changed from last 3-4 years because of the drastic change in technology, artificial intelligence. I begin to use the technology. I focus on students centred activities and give them scaffolding.*

In addition, Suman (pseudo name) says;

*I have been teaching in this school for 2 years and I am happy I use different activities to teach listening however I could not apply most of the activities in the classroom but when I was in private school, I was able to make it successful. I use Chatgpt, to conduct the listening activities.*

Based on above excerpts concludes that teachers who have been teaching English language in Kavrepalnchowk district holds different years of teaching experience and they become updated in the demand of time and again. Artificial intelligence like ChatGPT, google gemenie play significant role to shape the teaching philosophy in these days of teaching (Christodoulou, 2025). Teachers must be updated based on innovative technologies and inventions to become influential. Teaching listening would become relevant if teachers adopt the student centred approach in teaching and use the latest technology to make the listening classroom more effective and efficient. In addition, institutional schools pay more attention to give space for teaching listening.

### **Types of Listening Materials and Resources**

The Aids use to conduct the listening activities in the classroom is called a listening material. Teachers can use various types of listening material in the classroom to make his/her lesson long lasting and make more understandable to the students. These materials can include a wide variety of audio or multimedia content designed to engage learners in understanding spoken language. Common types of listening materials include recordings, podcasts, videos, dialogues, interviews, songs, and lectures (Buck,2001). Sumitra (Pseudo name) says; *“Sometime I show them a conversation and use the projector however my school administration also does not*

*support us to happen the listening activities in terms of purchasing new speaker, allocating room for English lab”.*

Similarly, Simon (pseudo name) opines;

*I used to use radio cassette before ten years and now I am using the amplifier to teach and practice the listening however I am not fully satisfied from my activities because I could not use amplifier all the time. We must download the listening contents from internet, and I hardly get the network for phone call and now you can imagine about internet and some parents also say are you teaching English or singing.*

Based on above given quotation it can be conclude that teachers use different types of audio-visual aids to teach the listening activities. They are also motivated to do such. However, when the school administration shows the indifference to purchase the materials related to the listening, teachers become demotivated. School administration purchased the materials at once and does not entertain to follow-up about its conditions later. There is also limited availability of listening materials. If the number students become high the limited materials could not be effective, and learning may not be long lasting for the students. The poorest internet connection also hinders the teacher to apply the teaching listening. The negligence for the listening activities from school administration results the low proficiency among the teacher and students. Until and unless the listening activities won't happen the language learning could not happen properly (Rost,2011). Teachers could not use the latest innovative materials to the classroom even he/she has desire. Parents who are low conscious about the listening also criticize them.

### **Frequency and Integration of Listening Activities**

The frequency of listening activities denotes how often listening exercises are incorporated into language learning classroom. Regular exposure to listening materials helps learners develop comprehension skills, recognize patterns in spoken language, and improve students' overall listening proficiency. High frequency listening practice enhances students' ability to process spoken language efficiently and effectively. The integration of listening activities involves embedding listening

exercises within a broader language learning curriculum to ensure a balanced development of all language skills.

In this regard Sumi (pseudo name) expresses;

*I conduct the listening activities thrice a year because I could not manage time for it. On the other hand, it is hard for me to manage the materials and time and crate positive view towards the listening activities. Most of the students also feel boring when they must participate on listening activities because of the native like accents.*

Likewise, Suma (pseudo name) opines;

*I rarely teach the listening as it is not given that much priority by our school administration, this year I have practiced it only for one time in grade ten. I usually teach listening and link it to the writing for example after playing the amplifier, I ask them to make note and present the idea what did they get from the recording.*

Based on above given excerpts it can be concluded that English language teacher could not teach the listening as per requirement in the curriculum. In the grade ten English curriculum every chapter follows the listening activities, and the teachers make it happen only once, twice or thrice in year (Kandel, 2024). The main reason behind they could not apply it properly is the perception of school administration and students' low awareness about the listening activities. Likewise, teachers link and integrate the listening activities to the speaking and writing adopting the various activities. Teachers entertain to follow the communicative approach to link the listening skills to the speaking and writing. When they get an opportunity and time to link listening into reading and writing they also do. However, they have not got any sufficient opportunity to embrace the latest gadgets to make their listening classroom more effective and efficient (Ghimire, 2019). Somehow, it is necessary to change the perception of school administrations and students toward the listening to glance its effectiveness and growth in school level.

## Effectiveness and Assessment of Listening Activities

Effectiveness describes the ratio of achieved goals to pursued goals and can be used for work processes, procedures, and personal performance. It is about whether the desired results are achieved and how well they are achieved. Effectiveness in listening activities can be measured from different assessment tools. Assessment of listening activities involves understanding the speaker's intended meaning within a particular context and considering what is said in relation to one's expectations as a listener, whilst also considering the speaker and listener's interpersonal relationship. It is required to know the students' level and perception towards the listening activities. In this regard Suman (pseudo name) says;

*I arrange the listening test when local level publishes the exam schedule mentioning the practical test for English at that time, I prepare the listening text downloading from the internet and prepare the test items such as fill in the gaps, match the following, short answer questions, and multiple-choice questions items.*

Based on above mentioned excerpts it can be concluded that the English language teacher assesses the listening when they are compelled to do otherwise, they may not entertain to do such. They conduct the listening test activities by exploring the content from the web. Those students who are fond of English language entertain the test and express the positive gesture whereas those who are not fond of feel boring and disappointing. Listening test could become more effective to the students who are highly motivated to learn English and who think English is more than the subject it's a language like Nepali and Hindi. On the other hand, it seems less effective to them who think English is a hard subject and only talented students can learn it. Here, the perception of students toward English language plays a crucial role for the effectiveness of listening. If teachers can aware students about the English language, the listening assessment works as a formative assessment and students' listening skills would be developed (Brown, 2004). Teachers need to design the listening test in an informal setting rather than formal at the initial phase of language learning. Then, students may feel that they are playing games or talking rather than taking part in listening test (Goh & Vandergrift, 2012).

## Student Engagement and Motivation

Student engagement refers to the level of interest, participation, and commitment students show toward learning. It includes behavioural, emotional, and cognitive involvement in academic activities. Engaged students are attentive, motivated, and actively involved in their education, leading to better learning outcomes. Factors influencing engagement include teaching methods, classroom environment, and students' personal interests. Student motivation can be defined as the ability to attain long or short term academic objectives. It also manifests as enthusiasm and a good attitude toward the learning process. Only students' engagement and involvement in the listening activities and test can make the motto of teaching listening successful.

In this regard Sunita (Pseudo name) says;

*I teach listening to the students, they feel entertaining and boring as well. It depends upon their interest and learning capabilities. I use the listening text related to mobile games, invention of Facebook, benefits of TikTok, how to create a Facebook and Gmail id to get the attention of students.*

Suman expressed;

*Students who are interested to learn the English language actively participate on the listening and rest of them do not seem too much interest. And the next thing is that if the students get their answer correct for the first time, they respond it positively. I don't have use any extra strategies to get attention of the students in listening.*

Above given excerpts explain that English language teachers adopt the newly innovative content to make the listening classroom effective and get the attention of the students. Students having positive attitude towards the English language automatically became positive to develop the listening skills whereas others need to be motivated by the teachers. Listening text related to technology and innovation seems more effective in classroom where learners also have interest on it. Whereas some teachers do not entertain to give extra effort or develop a listening material because of the indifference role of stakeholders. To develop the positive attitudes

towards the listening, teachers need to design the listening text from their area of interest at the preliminary phase then dive them into the coursebook content (Field,2008)

### **Challenges in Teaching Listening**

The difficulties faced by the teachers while teaching listening text is known as the challenges of the teaching listening. It can be from various reason such as: learners' limited vocabulary, fast speech rate, lack of exposure, limited practice opportunities, inadequate teaching materials, lack of interest and motivation by students, background noise, and varieties in accents. Teachers face more challenges to teaching English where it is taught as foreign language (Harmer, 2007). English language teachers in Kavrepalanchok district also face the same problems mentioned by Harmer.

In this regard Simon (pseudo name) said ;

*At the beginning I could not manage the classroom as per my expectation when it's a time of listening, students also do not seem to be interested, we have very few limited resources, there is only one small amplifier in my school and it is not sufficient to conduct listening activities in grade ten but can be in junior level where number of students is low.*

Sumi responded;

*I think that teaching listening in less aware place is really challenging, students don't understand the content, parents also comments that I was playing music not teaching the students, sufficient materials are also not available and because of the remote location I could not get chance to updated on latest listening materials. Likewise, it's difficult to manage time to teach listening in large class. I have only five period leisure per week.*

Above mentioned excerpts show that English language teacher face various problems while teaching listening in grade ten. Motivation and perception of parents, availability of resources play the crucial role to make the teaching listening effective. When, the teachers do not get an opportunity to keep updated from internet they could

not apply latest and innovative strategies in the classroom. As a result, the motto of teaching listening may be neglected. It is necessary to make sure about the good internet connections to the schools and provide a sufficient time to prepare the materials for the teachers. Likewise, parents are also needed to be aware about the listening activities which changes their perception about the listening skill. School administration must allocate specific time to prepare the listening text and manage the materials to motivate English language teacher and promote the listening activities. (Sénéchal & LeFevre 2002; Brooks, 2024). School administration also needs to allocate the time and date like writing and reading skill for listening test while publishing the internal exam schedule. When the teacher could not teach the listening as per their expectations, the reason should be explored and facilitate the teacher to happen it again. School administration and stakeholder must manage the amplifier, speaker, other necessary equipment and materials to reduce the challenges of teaching listening. As a result, the anxiety of teachers would be decreased, and they can smoothly run the classroom.

### **Differentiation and Student-Centred Approaches**

Classroom is the replica of the society where students belong from various backgrounds. Some may have positive attitude towards the listening skills, others may not have. Some parents may motivate their children to learn and study English language and others may entertain to remain neutral on this matter. While teaching in the classroom teachers must face all the students' attitudes and behaviours. Meantime, teachers must focus on student centred approach of teaching listening. Inquiry based learning, project-based learning, flipped classrooms are the activities of student-centred listening activities.

Simon (pseudo name) says;

*I find different background of students, some seems brighter, and some seems less bright than others. There are also some students in my class who could not clearly speak the Nepali language properly because of his/her native language influence. Now you can imagine how could I happen the teaching listening as per my expectation.*

Suman (pseudo name) expressed;

*Once I had separated the students of grade into two group and teach them the techniques to apply in the listening test, but I could not continue because it was more time consuming. I don't think I have such strategies to address all types of students in teaching listening until and unless I get double than estimated time in classroom. Likewise, I use fill in the blanks, map completion, retelling the stories activities to teach the listening rather than describing about listening by giving lecture or explanation.*

Above excerpts conclude that teachers lack the specific strategies to address all students in the classroom. Teachers need the specific more time to address all varieties of students of classroom. Teachers could never meet their expectation on teaching listening at grade ten till they get time to make a base level knowledge of listening. Teachers use different student-centred activities to make the teaching listening more effective whereas only bright students grasp the idea and take advantage of it. Fill in the blanks, retelling the story are the better activities to teach and practice the listening skill. Likewise, when teachers make the group of bright and less bright students in classroom the psychology of the less bright students may be affected negatively which results the construction of negative attitudes toward the listening activities (Dörnyei, 2001).

### **Use of Technology in Listening Activities**

Technology is the application of scientific knowledge and tools to solve problems, improve efficiency, and enhance life across fields like communication, education, healthcare, and industry through innovation and digital advancements. It has significant role to make the English language classroom more effective and efficient. While considering about teaching listening it has extra more roles on it. English language teachers can use audio resources, interactive apps, digital language lab, gamification, subtitle videos in their listening classroom. Subtitle video could be the most effective aids to teach listening at the preliminary phase (Vanderplank, 2016). Suma (pseudo name) added, *"I have not used any latest technology or godets to teach listening except amplifier and speaker. I use them occasionally and I also*

*conduct test when separated time was allocated for the testing listening otherwise not”*

In this regard, Sumi (pseudo name) says;

*I believe that if we use computer software and latest technology the listening was effective, I witnessed it when I was teacher at boarding school in Kathmandu. However, it requires latest gadgets and hardware devices to support it, secure internet connections and determination of teacher. It seems like dream to use this latest technology now.*

Above given excerpts it presents that English language teachers rarely use the technology while teaching the listening. However, they know the advantages of the implication and adaptation of the technology. Lack of good internet connection may be the prime reason behind getting unsuccessfulness to embrace the latest technology. If the school administration does not purchase the latest gadgets and software and devices, teaching listening may not be happened smoothly. There is also necessary of teachers training for operating and handling the latest technological equipment. If teachers use the latest software and gradates to teach listening to the proficiency of the students becomes gradually high and can meet the motto of our grade ten English subject. Local government and school administration must create the appropriate environment to the English language teachers for practical activities of English subject by motivating them to use latest technology. Which also results the development of positive attitudes towards listening activities (Rahman et.al., 2018).

### **Classroom Management and Practicality**

Classroom management is how teachers organize and control the classroom. It includes setting rules, handling behavior, and using time well. Good management creates a positive learning space. Practicality means how useful and realistic a method is in class. It looks at time, resources, and student needs. A practical approach works well in real situations. Both help teachers teach effectively and keep students engaged. Only good classroom management can meet the objectives of teaching learning, and it applies all skills of language teaching including listening. Classroom management and practicality of the teaching learning activities are intertwined and affects each other positively. Simon (pseudo name) added, *“I teach listening when we get a saved time*

*before the final exam. I manage the speaker, amplifier and other materials if they are locally available if not then I read the listening text and make them practice about it”.*

Suman (pseudo name) says;

*I do not allocate the specific time for the teaching listening when I think it's time to teach them, I teach them. Sometimes, I teach listening in between of classroom but I must manage materials too. I mean that I do not specify time, and the next thing is that if the coursebook's reading and writing comprehension have finished and if we have some saving time before the final exam, I teach them listening.*

Based on above excerpts it can be concluded that teachers actively teach the listening if they get a time as a bonus before the final examination after completion of textbook's reading and writing lessons. Teachers use the latest technology to teach listening if there is availability of technology and equipment. On the other hand, they also manage the materials by themselves if they get the time. However, it seems that they are failed to create practical environment to teaching listening. If teaching learning could be happened in more practical environment the listening skills developed as fast as it can be. When teacher can manage the proper time for listening and link the listening activities into their practical life, the learning and skill development lasts longer. It also motivates the learners to learn listening skills in interesting and fun creating way (Brown, 2007).

### **Cultural and Linguistic Considerations**

Culture and language directly influence the process of listening skill development. English language teachers must prepare materials that are culturally acceptable and linguistically considerate. Using culturally relevant content helps learners connect with the material, making it more engaging and meaningful. Linguistic matters, such as selecting suitable vocabulary, speech and rate ensure that listening activities accessible to diverse learners. Incorporating authentic materials, such as folk stories, traditions, and live real-life conversations, can bridge the gap between students' prior knowledge and new learning experiences, fostering better comprehension and motivation. In this regard Sumi (pseudo name) says; *“I have knowledge about it however because my of limited time I could not design the activity*

*that are related to Tamang culture (Students' culture) as a listening in my classroom".*

Suman added;

*To be honest I rarely teach listening to the classroom but once I recorded the audio by myself about the Sonam Lohsar and the most of the students were from Tamang community and they paid more attention on the audio speaker and their facial expression was seemed more charming when they heard the word Mani Rimdu, Dhum, Selo and Tola Ghar however, the non-Tamang students did not pay much attention .*

Based on above given quotations it can be concluded that English language teachers in Kavrepalnchowk district hardly design the listening materials which are interlinked with students' culture. However, students paid more attention and became interested to learn listening when they text is about their culture or about them. While focusing on the culture of one group of students in the classroom minor students' culture also cannot be ignored. If teacher could balance the listening text among students into their different culture and teach them in classroom, the listening classroom becomes more effective and helps to grasp the objectives as soon as possible (Nation & Newton 2011). However, it is not mandatory for all the time but in an initial phase before making the students familiar about the listening text. Culturally related listening text attracts the students on the listening activities.

### **Post-Listening Activities and Discussion**

Post listening activities are those activities which are done in the listening classroom to make the concept clear and for long lasting memory. It is necessary process for the effective teaching listening. In this phase teachers allow the students what they have listened on the audio and time to correct their answers after discussion. Likewise, it cannot be happened only in written form but also in oral form for example if the teacher divides the students into groups and asks. Each group to present the idea or retell the tape what they have recently heard. Teacher can ask the students to take a note, discuss on peer, small or large group etc and the motto of it to enhance the listening skill and develop the analytical knowledge of the students.

In this regard, Simon said;

*I ask students to discuss in the group or in peer and analyse the answer and present in the classroom. I find that it directly effects the students' performance positively, students also pay more attention to the listening text likewise, they seem to be more sincere and responsible about it when they must present in the classroom.*

Sumi added;

*When I teach the listening, I arrange the post listening activities such as note taking presentation, group discussion and presentation which results the development of positive attitude among the students and environment of classroom discussion producing productive noise and also develops the habit of collaboration.*

Above given excerpts show that post listening activities builds the positive attitude towards listening activities. It develops the habit of discussion, positive competition, collaboration and cooperation among the students. It helps to grow the analytical skills and creativity of the students. The productive sound also satisfies the language teachers. It also realizes the students about their sincerity and dutifulness in the classroom. Note taking and retelling the stories activities are the key post listening activities which help students to grow gradually developing the listening skills. When the students begin to discuss in the peer or in group, they start to grasp the listening text's idea in deep which results the development of their confidence about the content (Goh, 2002; Nation& Newton, 2009). They get an opportunity to clarify their doubts and confusion with their friends. It also develops the critical thinking and memorization skills among the learners. Therefore, it is mandatory activity to make the teaching listening relevant and student centred.

Professional development is a continuous process of optimizing, sharpening, updating and developing competence to meet the latest trend of profession. It is also the process to fit in the demand of society and time. English language teacher must be updated on latest technology and trends to survive in the English language community because English language is a lingua franca and changed the methodology time and again. Teacher training plays crucial role for professional development. Good training

disseminates the latest trends of ELT among the teachers, and they could become up to date. Teacher training is the base for the professional development. It is the weapon to survive in the ELT community. Training is more appropriate for those teachers who could not update by themselves adopting the technology than who could grasp the idea from web. In this regard Suman (pseudo name) said;

*I have not got any training related to teaching listening yet, but I have got training related to teaching writing, classroom management". Likewise, Sum (Pseudo name) opines, "Our school demands training to the local level only focusing reading and writing skill, classroom management, students' psychology but not for teaching listening as a result I have not got any training related to teaching listening.*

Based on above excerpts it can be concluded that school administration is busy on providing training related with the reading and writing skills neglecting the listening skills. Listening skill is the prime and initial skill only after its proper development other skills can be developed properly. Until and unless teachers do not get the training in teaching listening, they could not give good delivery in the classroom. Only the preservice training's knowledge is not sufficient for the teachers to meet the goals of the curriculum. Neglecting the listening skills based on providing teachers' training seems making the teacher incomplete. Language teacher must have a duty to develop language's listening, speaking, reading, and writing skill among the students (Richards & Rodgers, 2014). Discusses how language teaching should integrate listening, speaking, reading, and writing as interconnected skills. Only focusing on reading and writing skill could not make them a perfect teacher and they may get problems to teach listening adopting the latest technology till they get the proper training. If it is necessary to make the students fluent in English, the listening skill must be developed properly. Training must be given to the teachers relating the listening text and must give priority as much as reading and writing skill (Renandya & Farrell, (2011). Focusing and providing training about reading and writing concerning their mark weightage on the examination and showing indifference to the listening is frustrating. Only arranging training for reading and writing also encourage the teachers to neglect and skip the listening skills in classroom. The perception is needed to revise and revisit.

## **Chapter 5**

### **Findings, Conclusions and Recommendations**

This chapter deals with the findings derived from the analysis and interpretations of the data and interpretations of the results. The findings of the study helped me draw the conclusions. Moreover, some points of recommendations have been made from findings. So, it includes the conclusion of the study along with some points of recommendations to be applicable at different levels.

#### **Findings**

The study primarily intended to identify the current practices of listening activities at grade ten and explore the teachers' view towards the quality of listening activities in terms of its effectiveness. After the analysis of the collected data, the study has come up with the major findings under following themes.

#### ***Experience and Philosophy of Teaching Listening***

Teachers in Kavrepalanchowk district hold diverse experiences in teaching listening, shaped by evolving technologies and changing pedagogical awareness. Many have shifted from traditional methods to student-centered approaches, using tools like ChatGPT and focusing on scaffolding. Teachers expressed that technological change over recent years has reshaped their philosophy and perception of listening instruction.

#### ***Types of Listening Materials and Resources***

Teachers use a variety of materials such as audio clips, conversations, videos, and sometimes projectors or speakers. However, poor internet connectivity, lack of budget, and insufficient school support hinder consistent access to updated and effective resources. Some materials are outdated, and there is little follow-up from school management after initial purchases.

#### ***Frequency and Integration of Listening Activities***

Despite curriculum guidelines that include listening activities in each unit, most teachers conduct listening exercises only once or twice a year. Constraints include

limited class time, insufficient materials, and students' unfamiliarity with native-like accents. However, some teachers attempt to integrate listening with reading and writing skills when time allows.

### ***Effectiveness and Assessment of Listening Activities***

Listening assessments are typically conducted only when mandated by local-level exam schedules. Teachers prepare tests using downloaded audio and create tasks such as gap-fills and multiple-choice questions. Students with a strong interest in English respond positively, while those who perceive English as difficult often disengage. Assessment is more effective when it is informal and student-friendly.

### ***Student Engagement and Motivation***

Student motivation varies based on interest, background, and family awareness. Some students engage enthusiastically when content relates to trending topics such as mobile games, TikTok, or social media platforms. Teachers noted that students feel encouraged when they perform well, but there is a general lack of strategy to sustain engagement across all learners.

### ***Challenges in Teaching Listening***

Teachers face major obstacles including lack of resources, large class sizes, poor infrastructure, and limited access to new materials due to geographic isolation. Parents and school administrators often misunderstand the value of listening activities, reducing support and creating additional pressure for teachers. Internet issues and overloaded schedules further add to the difficulty.

### ***Differentiation and Student-Centred Approaches***

Teachers attempt to differentiate instruction based on students' language abilities but report a lack of time and practical strategies to do so effectively. Activities like fill in the blanks and story retelling are used to support comprehension, but group divisions sometimes negatively affect the confidence of less proficient learners. Student-centred methods are acknowledged but not fully practiced.

### ***Use of Technology in Listening Activities***

Technology use remains limited. Teachers rarely utilize advanced tools or apps due to inadequate training, poor internet, and lack of digital equipment. While some acknowledge the benefits of technology particularly those with experience in urban or private schools they find it difficult to replicate those practices in their current settings. Basic tools like amplifiers and speakers are used occasionally.

### ***Classroom Management and Practicality***

Teachers often teach listening only when they find extra time, usually after finishing textbook units. Listening is not allocated a specific slot in the classroom schedule. Teachers manage whatever materials are available locally or read the listening text aloud themselves. These practices limit the practical implementation of listening activities and reduce their long-term effectiveness.

### ***Cultural and Linguistic Considerations***

Teachers rarely incorporate students' cultural backgrounds into listening materials, although they recognize its benefits. Students respond positively when listening texts reference familiar traditions, such as Sonam Lhosar or local music. However, limited time and lack of ready-made resources prevent the development of culturally inclusive listening activities.

### ***Post-Listening Activities and Discussion***

Post-listening tasks like group discussions, peer feedback, note-taking, and retelling are used to deepen understanding. These activities help foster collaboration, responsibility, and critical thinking among students. Teachers report that such strategies promote positive classroom dynamics and enhance students' analytical listening skills.

### ***Professional Development***

Most teachers have not received any training specific to teaching listening. Existing training programs focus primarily on reading, writing, or classroom management. Teachers emphasized the urgent need for targeted listening instruction

training to improve their competence and confidence in delivering effective listening lessons, especially in rural and multilingual classrooms.

## **Conclusions**

This study aimed to identify the current practices of listening activities in grade ten and examine teachers' perspectives on their effectiveness. The findings reveal that while teachers utilize AI tools like ChatGPT, Google Gemini, and DeepSeek to search for listening content, they face challenges in accessing updated teaching materials due to school indifference, geographical isolation, and internet connectivity issues. Listening instruction is often integrated with reading and writing skills, but these skills receive more emphasis than listening itself. Teachers only conduct listening tests if mandated by the local government, highlighting the lack of a structured approach to listening assessment.

Students from educated and conscious families are more motivated to develop listening skills, and teachers attempt to engage learners by incorporating content from social media platforms like Facebook, TikTok, and Instagram. However, teachers encounter significant obstacles in teaching listening due to limited resources, stakeholder negligence, and low awareness among parents and students. Occasionally, teachers differentiate instruction by grouping students based on their learning potential, but this method proves time-consuming. Moreover, teachers rarely use advanced computer software or mobile applications to enhance listening instruction.

A major concern is the lack of dedicated time for teaching listening, as lessons are often conducted based on teachers' preferences, using basic tools like speakers and amplifiers. Additionally, culturally relevant content is not sufficiently integrated into listening activities, despite its potential to enhance learning. Post-listening activities such as retelling stories, note-taking, and discussions are practiced, yet teachers lack formal training in teaching listening, as their professional development has mainly focused on reading and writing.

To improve listening instruction, it is essential to empower teachers with the authority to select culturally relevant listening content, provide them with proper training, and ensure access to modern resources. Addressing these issues will contribute to a more effective and engaging listening learning experience for students.

## **Recommendations**

Based on the findings and conclusions, some recommendations have been made to be applicable in terms of the following levels:

### ***Policy Related***

This study includes the following points to be applicable to the policy makers.

- This study shows existing practice of teaching listening and teachers perception on and found that listening is ignored in community school because of the lack of monitoring. So, it is necessary to revise and construct the hard and fast rule form local government.
- Likewise, the study revealed that there is lack of the listening materials to teach the listening so the proper technological equipment and teaching materials should be installed in the school through adopting the new policy.
- Moreover, education ministry of Nepal can coordinate with the core English speaking countries embassies to invite the native speaker of English to improve the listening skills of the students.
- Likewise, school administration and school management committee must form a rule of compulsory listening activities to each lesson and rethink about availability of materials in school.
- Curriculum Development Center also needs to provide flexibility to choose the listening content related local culture for the teachers.

### ***Practice Related***

Only constructing policies and plans might not help to implement program effectively. For this, we must practice that perfectly in the real field as well.

Therefore, the major implications of the study at basic level are:

- By analyzing the respondent's opinion and experience, it was found that lack of sufficient listening materials hindering the teaching listening, so it is necessary to install in schools.

- Listening activities should only be limited in arranging twice or thrice a year but should in each chapter of English and test should be happened as per curriculum requirements.
- Furthermore, the provision of the reward who perform better in listening should be created by the English language teacher and school administration.
- Similarly, the study shows that teachers and students are motivated to link listening with their local context so it must be arranged like that.
- The study revealed that the community school students' parents are not aware about the significance of the listening skills that results backbiting of teachers when they teach listening, it must be reformed.

### ***Further Research Related***

This study was limited to identify the current practices of listening activities at grade ten and explore the teachers' and students' view towards the quality of listening activities in terms of its effectiveness. But there might be many more areas for further investigation and exploration on another skills of English. While constructing thesis, I came across many ideas and topics to be investigated in this area. However, I have pointed out some areas as follows:

- This study was limited to Kavrepalanchok district. It would be more interesting to explore the existing practice, and teachers view on developed city.
- Similarly, the researcher can explore the gap between the policies and practices of listening skills from Teachers' view.
- I believe, this research might facilitate for them who have desire to conduct research on practices of teaching listening in another district.

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**Appendix 'A'**  
**Participants in formation Statement**

**Practices of Listening Activities at Grade X: Effectiveness and Practicality**

**What is the study about?**

You are requested to take part in research entitled **Practices of Listening Activities at Grade X: Effectiveness and Practicality** which aims to identify the current practices of listening activities in grade ten and examine teachers' perspectives on their effectiveness.

I would like to request you to participate in this study because I am interested to examine practices of listening activities at grade X: effectiveness and practicality at community school of Kavrepalanchowk district.

This participant information statement tells you about the research study.

Knowing what is involved will help you decide if you want to take part in the research. Please read the sheet carefully and ask question about anything that you get confused or want to know more about the study. Participants in this research are voluntary. So, it is up to you whether you wish to take part or not.

By giving your consent to take part in the study you are telling me that you:

- Understand what you have read.
- Agree to take part in the research study as outlined below.
- Agree to the use your personal information as described.
- You will be given a copy of this Participant Information Statement to keep.

**1) Who is carrying out the study?**

The study is being carried by **Ms. Shrijana Singh Rajbanshi** as the basis for the degree of Master of Education at the University campus of Kirtipur, Kathmandu. This study will take place under the supervision of **Mr. Resham Acharya**, Department of English Education, University Campus, Kirtipur, Kathmandu.

**2) What will the study involve for me?**

This study involves completing a set of in-depth interview questionnaire. This set of in-depth interview questionnaire contains a set of the open-ended items. These questions are based on my research study.

**3) How much of my time will the study take?**

It will take about an hour to complete the interview for this research study.

**4) Who can take part in the study?**

Those teachers who are teaching at secondary level at community school in Kavrepalanchok district can take part in the study.

**5) Do I have to be in the study? Can I withdraw from the study once I've started?**

Participation in this study is completely voluntary. Your participation in the study will not harm in your career, future or in your personal life. It will help to find out the reason of community school student's anxiety on learning English speaking skill. You are free to withdraw from the study. Participating in interview is an indication of your consent to participate in the study.

**6) Are there any risks or costs associated with being in the study?**

Besides from your time investing to response open in-depth interview questionnaire, there will not be any risks or costs as about the associated with taking part in this study.

**7) Are there any benefits associated with being in the study?**

This study might be an opportunity for you to share your experience with experts of English language teaching and the problem might be resolved.

**8) What will happen to information about me that is collected during the study?**

Your information will only be used for the purposes outlined in this participant's information statement. Your information will be stored securely, and your identity/information will be kept strictly confidential, except as required by law. The finding of the study may be published, but you will not individually identifiable in these publications.

**9) Can I tell other people about the study?**

Yes, you are welcome to tell other people about the study.

**10) What if I would like to have further information about the study?**

If you would like to know more at any stage during the study, please feel free to contact **Shrijana Singh Rajbanshi** (shrijanarajbanshi225@gmail.com).

**11) Will I be told the results of the study?**

You will get the summary of the overall findings of the study and whole thesis paper through the Department of English Education T.U., Kirtipur, Kathmandu.

**12) What if I have a complaint or any concerns about the study?**

The ethical aspects of this study have been approved by the Tribhuvan University, Department of English Education T.U., Kirtipur, Kathmandu. As part of this process, I have agreed to carry out the study according to the Ethical consideration.

**Appendix 'B'**  
**Consent Form**

Dear informant,

My name is **Shrijana Singh Rajbanshi**. I am a researcher from Tribhuvan University, Department of English Education, Kirtipur Kathmandu. I am conducting my research entitled **Practices of Listening Activities at Grade X: Effectiveness and Practicality** under the supervision **Mr. Resham Acharya, Teaching Assistant**, Faculty, Department of English Education, T.U. Kirtipur, Kathmandu. I am interested to use in-depth interview tool with community school students. I will conduct the study with those who are willing to participate in unstructured open in-depth interview. The purposes of my research are to identify the current practices of listening activities in grade ten and examine teachers' and students' perspectives on their effectiveness. The interview will take around an hour. The shared information during these sessions will be kept confidential. Every effort will be made to maintain the anonymity of the participants. The institution where you work will not be identified by name; details that might make it easy to identify will be changed. In addition, I will use pseudonyms to refer to all the participants, and characteristics that could be used to identify you will be altered. Your participation in this project is completely voluntary, and you are free to discontinue or refuse participation at any time.

**Name:** .....

**Signature:** .....

**Mail Address:** .....

**Date:** .....

## Interview Questions for Teachers

Dear Sir/Madam,

This questionnaire has been prepared to carry out the research entitled “Practices Listening Activities at Grade X: Effectiveness and Practicality.

The research is being carried out under the supervision of **Mr. Resham Acharya, Teaching Assistant** Central Campus Kirtipur, Kathmandu. The researcher expects your kind co-operation and promise not to exploit the information besides the research purpose.

Researcher

**Shrijana Singh Rajbanshi**

Please give your views on the given questions briefly and accurately.

1. How long have you been teaching English at the Grade X level?

Namaste. I have been teaching in this field for 2 years. I am teaching English language for grade ten in XYZ school. I was teacher at private school before.

2. What is your general teaching philosophy when it comes to listening comprehension?

Oh! Philosophy. Actually I don't have such great philosophy but I have been experiencing that technology is shifting the world and we have to follow the technology. I begin to use the technology. I use chatgpt, google gemini. I scaffold the students when they need.

3. What types of listening materials do you use in your classroom? (e.g., audio clips, videos, podcasts)

I use speaker and amplifier to the classroom when I must teach the listening. However, we don't teach listening that much.

4. How often do you incorporate listening activities into your lessons?

Haha. About this I think when I must or when we get time at the end of the academic session when we finish the reading and writing text.

5. How do you ensure that listening activities address to the diverse levels of students in your class?

In my school there are students from Tamang and Brahmin community. Tamang students understand later than brahman students. It may be the because Tamang students don't speak Nepali and Tamang language. I give more chances and focus them while teaching and keep them at the first row in class.

6. In your experience, which listening activities are most engaging for Grade X students?

I think multiple choice type listening activites are most engaging and find the direction on map are also more engaging and interesting.

7. Can you describe a time when you faced challenges in teaching listening comprehension?

Oh. Yes, I was teaching to grade 9 and topic eas I think about festivals and students did not pay attention and bagan to do side talk. I think that was challending to teach for them. However, I bagan listening trend in this school and that was their first time also.

8. How do you measure the effectiveness of listening activities in your classroom?

Usually my teaching listening in based on listening test which includes the MCQ, matvh the following, fill in the gaps, short answer question etc.

9. Do you think listening activities improve students' overall English proficiency? Why or why not?

I think it plays an important role to improve other language skill because when students become bright in listening they automatically become intelligent in reading and writing. I felt such in my experience. I think this happens for all students in other schools also.

10. How do you assess students' listening skills? Are there formal assessments or informal evaluations?

There are formal and informal bothI arrange the listening test when local level publishes the exam schedule mentioning the practical test for English at that time.

11. How do you provide feedback to students on their listening skills?

I give them personal feedback pointing out their mistakes and write the suggestion and things they must improve.

12. What role does student motivation play in the effectiveness of listening activities?

It is like a fresh air for us. If they were motivated the classroom begin interactive and full of productive humming and it gives me different types of energy to design listening text in future.

13. Have you noticed any improvements in your students' listening comprehension over time? If so, can you provide an example?

Yes, I have seen the student named XYZ used to become silent in class at the first time of listening test but later on he became active because he started to listen English news and got improved.

14. How do students typically respond to listening activities? Are they excited or reluctant to engage?

Students who are interested to learn the English language actively participate on the listening and rest of them do not seem too much interest. If the students get their answer correct for the first time, they respond it positively.

15. Do you think there are any specific strategies or approaches that make listening activities more effective?

Once I had separated the students of grade into two group and teach them the techniques to apply in the listening test, but I could not continue because it was more time consuming. I don't think I have such strategies to address all types of students in teaching listening until and unless I get double than estimated time in classroom. Likewise, I use fill in the blanks, map completion, retelling the stories activities to teach the listening rather than describing about listening by giving lecture or explanation. So, I don't have to use any extra strategies to get the attention of the students in listening.

16. How practical do you find the listening activities in terms of time and resources?

It is practical and necessary but school administration must understand the value of it and should consider it as an important thing.

17. How do you manage classroom time when conducting listening activities?

I usually take a whole period to conduct a listening activities and I entertain to conduct it when the reading and writing text of book have been finished.

18. Do you find it challenging to select appropriate listening materials for Grade X students?

In this I don't find any challenges because all the things are included in teacher's guide.

19. What obstacles do you encounter when conducting listening activities in your classroom?

Oh. Yes, sometime students don't want to listen to me not much more than this.

20. Do you think there are enough resources and materials available for teaching listening effectively at the Grade X level?

No, there are not enough resources because we are geographically backward and we do not get readymade materials and also could not design the proper and appropriate materials.

21. How do you balance listening activities with other language skills (speaking, reading, writing)?

I have not considered it yet too much however I ask students to write the summary based on listening text and read aloud in the classroom.

22. Do you ever have to modify listening activities to suit the students' abilities or class dynamics?

No, I have not done it.

24. What technological tools or apps do you use to enhance listening activities in your classroom?

I use Bluetooth speaker, amplifier to produce sound and chatgpt and google Gemini to design the listening text and test.

25. How do you create a conducive listening environment for students in a classroom setting?

I brief and inform them about the listening text and they become ready for it I also tell jokes to them related to topic if I find. I also threat them for punishment also.

26. How often do you encounter problems with the availability of technology or audio-visual equipment for listening exercises?

Yes, most of the time I get the problems, sometime, the Internet does not work, sometime Bluetooth speaker doesn't function, sometime there is no electricity.

27. How do you keep students engaged during listening activities, especially if the task is lengthy or complex?

I motivate them and manage the provision of the reward. Once the text was little bit lengthy and I informed that I would give chance to operate my laptop if students could write the summary of that listened text.

28. Do you involve students in post-listening discussions? If yes, how?

Yes, I involved students in the post-listening activities. I asked them to discuss and write notes on what they listened to and discuss it with their friends.

29. How do you encourage students to actively listen and take notes during activities?

I use positive reward and motivates the students.

31. Are students encouraged to collaborate or discuss listening exercises with their peers?

Most of the time students love to discuss in groups. They share the things that they have learned and make the classroom more interactive which I like most in my teaching English language in grade ten.

32. How do you address students who may struggle with listening tasks or show disinterest in them?

I motivate them and tell them the positive impact of listening activities linking it into the IELTS TOFEL, SAT and PTE examination.

33. How do you ensure that the listening materials you use are culturally relevant for your students?

Time and again I check its effectiveness to the classroom and students engagement and their attitudes towards the listening materials.

34. How do you handle students who speak different home languages or dialects that might affect their listening comprehension?

I don't need to handle they also learn positively. However, they take more time than the student whose mother tongue is Nepali.

35. How do you incorporate real-world listening contexts (e.g., interviews, podcasts) to make lessons more relatable?

I searched the relevant and students' interest topics in the classroom, mainly related to TikTok and social media. However, we do not use it often.

36. What are some common challenges you face when using listening activities in your lessons?

I faced different challenges but the challenges that I would like to share are the lack of the latest teaching materials, fluctuating internet, school administrations' ignorance, and lack of awareness towards parents.

37. What changes or improvements would you like to see in the curriculum regarding listening activities?

The main change is that they must give flexibility to choose the listening content according to students.

38. Have you received any professional development or training focused on improving your approach to teaching listening? If so, how has it helped?

I have not got any training related to teaching listening yet, but I have got training related to teaching writing, classroom management.

39. Do you have any suggestions for future research or resources to improve listening activities for Grade X students?

I think the curriculum has justified the listening skills and allocates specific content and activities to it. However, if the listening content have been focused to developed locally considering their local culture rather than specific text it would be better. I mean that if I am teaching in Magar community the curriculum must give the flexibility to design the listening text relating Magar community.

40. How do you think listening activities can be improved to better meet the needs of students?

I think listening activities can be improved by giving flexibility to choose the contents and making the provision of the sufficient teaching materials.

41. Do you allocate specific time for listening?

I do not allocate the specific time for the teaching listening when I think it's time to teach them, I teach them. Sometimes, I teach listening in between of classroom but I must manage materials too. I mean that I do not specify time, and the next thing is that if the coursebook's reading and writing comprehension have finished and if we have some saving time before the final exam, I teach them listening.

### **Observation Checklist for Listening Practice**

- 1) Is the classroom free from noise and distractions?  
No.
- 2) Is the seating arrangement conducive to effective listening?  
No.
- 3) Are listening materials well-functioning and audible?  
Yes .
- 4) Does the teacher provide clear instructions before the listening task?  
Yes.
- 5) Does the teacher introduce the purpose of the listening activity?  
Yes.
- 6) Are pre-listening activities used?  
Yes.
- 7) Does the teacher actively monitor students during the listening task?  
Yes.
- 8) Are post-listening activities used?  
Little bit.
- 9) Does the teacher provide feedback or corrections after the activity?  
Yes.
- 10) Are the materials age-appropriate and relevant to the students' level?  
No.
- 11) Do the materials include a variety of listening texts (e.g., dialogues, stories, announcements)?  
No.
- 12) Are authentic listening materials used (e.g., recordings of native speakers, real-life scenarios)?  
Yes.
- 13) Are visual aids (e.g., pictures, charts, videos) used to support listening?  
Yes.
- 14) Do students appear attentive during the listening activity?  
Sometimes.
- 15) Are students taking notes or making an effort to retain key information?  
Yes only when teacher asked.
- 16) Do students actively participate in pre- or post-listening discussions?  
Yes.

- 17) Are students able to follow along with the task (e.g., no confusion or frustration)?  
Most of the students were confused.
- 18) Do students respond appropriately to listening comprehension questions?  
Only few students.
- 19) Are students practicing specific listening skills?  
Yes.
- 20) Does the activity include real-life listening contexts?  
No but yes only in one school.
- 21) Are students given tasks that require critical thinking (e.g., analysing or evaluating the audio)?  
No.
- 22) Are different listening techniques applied (e.g., intensive listening, extensive listening)?  
Yes.
- 23) Is there a balance between individual, pair, and group listening activities?  
Yes.
- 24) Are scaffolding techniques used (e.g., providing hints or key vocabulary)?  
Yes, Plenty.
- 25) Does the teacher pause or replay audio when necessary to aid comprehension?  
Yes, most of the time.
- 26) Are students who struggle with listening tasks provided additional support?  
Yes, most of the time.
- 27) Are linguistic or cultural differences that may affect comprehension addressed?  
Don't see.
- 28) Are listening activities adapted for mixed-ability groups?  
Don't see.