

TEACHERS' PERCEPTIONS ON USING AUDIO-MATERIALS IN TEACHING LISTENING SKILLS

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

**Submitted by
Netra Kumari Paudel**

**Faculty of Education, Tribhuvan University
Kirtipur, Kathmandu, Nepal**

2017

**TEACHERS' PERCEPTIONS ON USING AUDIO-
MATERIALS IN TEACHING LISTENING SKILLS**

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

**Submitted by
Netra Kumari Paudel**

**Faculty of Education, Tribhuvan University
Kirtipur, Kathmandu, Nepal
2017**

**T.U. Regd. No.: 9-2-324-96-2008
4th Semester Exam Roll No.: 280182/071**

**Date of the Approval of the
Thesis Proposal: 19/12/2016
Date of Submission: 24/07/2017**

DECLARATION

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

Date: 23/07/2017

.....

Netra Kumari Paudel

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Netra Kumari Paudel** has worked and completed the thesis entitled **Teachers' Perception on Using Audio-materials in Teaching Listening Skills** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 24/07/2017

.....
Mr. Resham Acharya (Supervisor)
Teaching Assistant
Department of English Education
T.U., Kirtipur

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee:**

Signature

Dr. Ram Ekwel Singh

Reader and Head
Department of English Education
T.U., Kirtipur

.....

Chairperson

Mr. Bhesh Raj Pokhrel

Lecturer
Department of English Education
T.U., Kirtipur

.....

Member

Mr. Resham Acharya (Supervisor)

Teaching Assistant
Department of English Education
T.U., Kirtipur

.....

Member

Date: 19/12/2016

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Dr. Ram Ekwāl Singh

.....

Reader and Head

Chairperson

Department of English Education

T.U., Kirtipur

Mr. Lok Raj Regmi

.....

Reader

Expert

Mahendra Ratna Campus

Tahachal, Kathmandu

Mr. Resham Acharya (Supervisor)

.....

Teaching Assistant

Member

Department of English Education

T.U., Kirtipur

Date: 31/07/2017

DEDICATION

Dedicated

To

*My parents and my husband who have devoted their entire lives to make me
what I am today.*

ACKNOWLEDGEMENTS

I would like to extend my deep sense of gratitude to my thesis supervisor **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, University Campus, Kirtipur for making constant supervision and guiding me with regular inspiration, encouragement and insightful as well as valuable suggestions throughout the study.

Similarly I would like to express my sincere gratitude to **Dr. Ram Ekwal Singh**, Reader and Head, and **Mr. Bhesh Raj Pokhrel**, Lecturer, Department of English Education, University Campus, Kirtipur for their inspiration and valuable suggestions both in completing this research and in my academic life.

In the same way my sincere gratitude goes to **Mr. Lok Raj Regmi**, Lecturer, Department of English Education, Mahendra Ratna Campus Tahachal for his inspiration and valuable suggestion in completing this research.

Likewise, my sincere gratitude also goes to all my respected Gurus and Gurumas **Prof. Dr. Govind Raj Bhattarai, Prof. Dr. Anju Giri, Prof. Dr. Laxmi Bahadur Maharjan, Prof. Dr. Anjana Bhattarai, Dr. Purna Bahadur Kandel, Mrs. Madhu Neupane, Mr, Mr. Khem Raj Joshi, Mr. Ashok Sapkota, Mr. Laxmi Prasad Ojha, and Mr. Guru Prasad Paudel**, for their kind support and encouragement during my study period.

I would like to express my gratitude to the teachers of Kathmandu valley for their cordial help in course of collecting required data to accomplish my study.

Lastly, all those who directly and indirectly supported me in carrying out this work are heartily thanked, as well apologized that I could not mention personally one by one.

July, 2017

Netra Kumari Paudel

ABSTRACT

This study entitled **Teachers' Perceptions on Using Audio-materials in Teaching Listening Skills** attempted to identify teachers' perceptions of lower secondary English teachers on using audio-materials in teaching listening skills and the problem faced by EFL teachers in teaching listening. In this research, all the English teachers of lower secondary level were population for this study. Among them thirty respondents from fifteen different private schools of Kathmandu valley were sampled. I used random sampling procedure to select the sample. A set of questionnaires consisting of both close-ended and open-ended questions was used as a data collection tool. The data were analyzed and interpreted using simple statistical tools such as percentage and tables. After completing my research, it has been found that audio-materials seem an interactive teaching aids. It develops students' pronunciation, communication, confidence and habit of listening. Students seem happy, energetic, and eager to have listening class at lower secondary level.

This thesis consists of five chapters. The first chapter is an introductory chapter. It includes background of the study, statements of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter deals with the reviews of the theoretical literature, review of related empirical literature implications of the reviews for the study and conceptual framework. The third chapter deals with methodology and procedure of the study which incorporates design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis and interpretation procedures and ethical considerations. The fourth chapter deals with the analysis of data and interpretation of results. The data were analyzed and interpreted by using tables. The fifth chapter presents the findings, conclusion and recommendations of this research.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xiii</i>
<i>List of Symbols and Abbreviation</i>	<i>xiv</i>
CHAPTER ONE: INTRODUCTION	1-4
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Objectives of the Study	3
1.4 Research Questions	3
1.5 Significance of the Study	3
1.6 Delimitations of the Study	4
1.7 Operational Definition of the Key Terms	4
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	5-22
2.1 Review of Related Theoretical Literature	5
2.1.1 Perception: A Brief Introduction	5
2.1.2 Listening Skill	6
2.1.3 Teaching Listening	7
2.1.4 Stages of Teaching Listening	7
2.1.5 Teaching Aids in Teaching Listening Skills	9
2.1.5.1 Types of Teaching Aids	9
2.1.5.2 Audio Materials in Teaching Listening Skills	10

2.1.5.3	Types of Audio- materials in Teaching Listening	11
2.1.5.4	Importance of Audio Materials in Teaching Listening Skills	13
2.1.5.5	Challenges of Using Audio-materials in Teaching Listening Skills	13
2.1.5.6	Effectiveness of Using Audio Materials in Teaching Listening Skills	15
2.1.6	Listening Comprehension	15
2.1.7	Challenges of Teaching Listening	16
2.2	Review of Related Empirical Research	17
2.3	Implications of the Review for the Study	20
2.4	Conceptual Framework	22
	CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY	23-25
3.1	Design and Method of the Study	23
3.2	Population, Sample and Sampling Strategy	24
3.3	Research Tools	24
3.4	Sources of Data	24
3.4.1	Primary Source	24
3.4.2	Secondary Source	24
3.5	Data Collection Procedures	25
3.6	Data Analysis and Interpretation Procedures	25
3.7	Ethical Considerations	25
	CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF RESULTS	26-47
4.1	Analysis of Data and Interpretation of Results	26
4.1.1	Analysis of Close-ended Questions	26
4.1.1.1	The Perceptions of Teachers on Using Audio-materials in Teaching Listening Skills	27
	a) Use of Audio-materials in the Classroom	27
	b) Materials used to Teach Listening	28
	c) Students' Pronunciation by Audio-materials	28

d) Effectiveness of Audio materials in Teaching	
Listening	29
e) Way to Apply Audio-materials in the Classroom	30
f) Teaching by Radio	30
g) Separate Lab for Listening Practice	31
h) Favorable Environment	31
i) Sufficient Time to Manage the Equipments	32
j) Technical Problems Encountered by Teachers While Using Cassette Player	33
k) Flexibility on Using Audio-materials in the Classroom	33
l) Participation of Students in Listening Class	34
m) Help of Broadcast Materials	34
n) Using Pre-questions Before Playing Audio-materials	35
o) Equal Participation of Boys and Girls	36
4.1.1.2 The Challenges Faced by EFL Teachers in Teaching	
Listening Skills	36
a) Role of Audio –materials	37
b) Developing Ways of Listening Proficiency	37
c) Areas of Listening Skills	38
d) Problem Faced by Teachers While Using Audio- materials	39
e) Students’ Interaction in the Classroom	40
f) Teachers’ Different Activities for Passive Listeners	40
g) Challenges of Teaching Listening	41
h) Teachers’ Different Activities on Students’ Learning Difficulties	42
i) Ways of Evaluating Listening Skills	42
j) Summary of the text	43
4.1.2 Analysis of Open-ended Questions	44
4.1.2.1 Based on the Perceptions of Teachers on Using Audio- materials in Teaching Listening Skills	44

a)	Preparation Before Listen to the Audio-materials	44
b)	Experiences on Conducting Listening Class	45
c)	Advantages of Using audio-materials in Teaching Listening	46
4.1.2.2	Based on The Challenges of EFL Teachers in Teaching Listening Skills	46
a)	Problems of Teaching Listening at Lower Secondary Level	46
b)	Techniques to Overcome the Challenges of Teaching Listening	47
CHAPTER FIVE: FINDINGS, CONCLUSION AND RECOMMENDATIONS		48-56
5.1	Findings	48
5.1.1	Findings of Close-ended Questions	48
5.1.1.1	Based on the Perceptions of Teachers on Using Audio- materials in Teaching Listening Skills	48
5.1.1.2	Based on the Challenges Faced by EFL Teachers in Teaching Listening Skills	49
5.1.2	Findings of Open-ended Questions	51
5.1.2.1	Based on the Teachers' Perceptions on Using Audio- materials in Teaching Listening Skills	51
5.1.2.2	Based on the Challenges Faced by EFL Teachers in Teaching Listening Skills	51
5.2	Conclusion	52
5.3	Recommendations	54
5.3.1	Policy Related	54
5.3.2	Practice Related	55
5.3.3	Further Research Related	55
REFERENCES		
APPENDICES		

LIST OF TABLES

	Page No.
Table 1: Use of Audio-materials in the Classroom	27
Table 2: Materials used to Teach Listening	28
Table 3: Students' Pronunciation by Audio-materials	29
Table 4: Effectiveness of Audio-materials in Teaching Listening	29
Table 5: Ways to Apply Audio-materials in the Classroom	30
Table 6: Teaching by Radio	30
Table 7: Separate Lab for Listening Practice	31
Table 8: Favorable Environment	32
Table 9: Sufficient Time to Manage the Equipment	32
Table 10: Technical Problem Encountered by the Teachers while Using Cassette Player	33
Table 11: Flexibility on Using Audio-materials in The Classroom	33
Table 12: Participation of Students' in Listening Class	34
Table 13: Help of Broadcast Materials	35
Table 14: Using Pre-question Before Playing Audio-materials	35
Table 15: Equal Participation of Boys and Girls	36
Table 16: Role of Audio-materials	37
Table 17: Developing Ways of Listening Proficiency	38
Table 18: Areas of Listening Skills	38
Table 19: Problem Faced by Teachers While Using audio-materials	39
Table 20: Students' Interaction in the Classroom	40
Table 21: Teachers' Different Activities for Passive Listeners	40
Table 22: Challenges of Teaching Listening	41
Table 23: Teachers' Different Activities on Students' Learning Difficulties	42
Table 24: Ways of Evaluating Listening Skills	43
Table 25: Summarization of the Text	43

LIST OF SYMBOLS AND ABBREVIATIONS

2 nd	Second
CD	Compact Disk
CDC	Curriculum Development Centre
Dr.	Doctor
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
F	Frequency
F.M.	Frequency Modulation
NCED	National Centre for Educational Development
OHP	Over Head Projector
OUP	Oxford University Press
T.U.	Tribhuvan University
U.K	United Kingdom
www	World Wide Web