

CHAPTER ONE

INTRODUCTION

This study is based on “Teachers’ Perceptions on Using Audio Materials in Teaching Listening Skills”. This chapter 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 definition of the key terms.

1.1 Background of the Study

Listening is naturally the first language skill. It is an ability to identify and understand what others are saying, which involves understanding speakers’ accent or pronunciation, grammar, vocabulary and comprehension of meaning. Listening may seem a passive skill but in fact it is an interactive, to which the listener needs to apply much effort and practice. In other word, listening involves active perception and construction from a stream of sound.

Listening refers to something hearing through ears. Many people think that listening and hearing are same but there is distinction between hearing the word and listening to the message. Hearing is only receiving the sounds where is listening involves various process including hearing. Listening needs various sub-skills. They are: listening for specific information, identifying detail, identifying main ideas, seeing beyond the surface meaning and being aware of stress, rhythm and intonation. When we listen carefully, we understand what others want to convey through our own perspective. A listener receives analysis and interprets the oral signal and tries to respond in the spoken form. In this way, listening helps in speaking as well. It means if students do not listen to the text, they get puzzled with the words and do not comprehend the text to the degree it should be comprehended.

Audio materials refer to the recorded sound, which are reproduced mechanically, electronically or both. These materials include radio, cassette, player, audio tape, frequency modulations (FM) and so on. These materials are designed to develop listening skills of the students. Francis (2011, p.8) states, “The term audio materials are commonly used to refer those instructional materials that convey meaning without complete dependence upon verbal symbol or language”. Moreover, we can take the example of our own experience, that we remember the movie and songs rather than what we read before. In this way audio-lingual takes place in the mind as learning with entertainment. It seems more effective teaching materials in the classroom in lower level to the higher. The government of Nepal also has tries to apply such classes in schools for the betterment of teaching listening

1.2 Statement of the Problem

Although the teacher plays the audio many times, students fail to grasp the meaning of the text and do not perform well in the listening test. This indicates that, they do not listen to the text well and comprehend the important words of the discourse. As we know, we can speak sensibly only if we understand what is said. In fact, people cannot communicate if they cannot hear other peoples’ talk. As a result students do not respond to the text well because they do not listen and comprehend it.

Lack of listening culture to target language has created difficulties in listening comprehension. If the learners are not familiar with listening skill, language learning does not make much sense because listening holds the highest position out of the four language skills in communication. If the learners cannot communicate effectively with the target language group, communication between the speaker and listener breaks down and the goal of language teaching and learning becomes unproductive. Lack of good listening ability is the reason behind such situations. Because of the aforementioned reasons, I

will explore the perceptions of English teachers' on audio-materials in lower secondary level.

1.3 Objectives of the Study

The objectives of this study were as follows:

- i) To identify the perceptions of lower secondary English teachers on using audio materials in teaching listening skills and
- ii) To explore the challenges of English teachers in teaching listening skills.

1.4 Research Questions

In order to identify the exact situation of the problem the research questions of my study were as follows:

- i) What are the perceptions of English teachers on using audio materials in teaching listening skills?
- ii) What challenges do English teachers face while teaching listening skills?

1.5 Significance of the Study

Being teacher is as like as being psychologist. It is very hard to be so, because classroom is such a place where the students come from different society with different minds, different skills and abilities. Forwarding with such varieties, teachers should apply different methods and techniques to develop their learning skills. This study will explore the teachers' perceptions towards using audio materials in teaching listening skill to lower secondary students. It will be significance for many reasons. The findings of this study will be beneficial to subject experts, curriculum designer, policy makers, textbook writers, language trainers, methodologists, and all the people who directly and indirectly involved in English Language Teaching and Learning.

1.6 Delimitations of the Study

This research was done for the partial fulfillment of my master's degree programme in the field of English language education. It was completely based on the teachers' perceptions on using audio-materials in teaching listening skills. The delimitations of this study were as follow:

- i) This study was entirely based on the data collected from thirty teachers of lower secondary level.
- ii) Similarly, this study was delimited to the fifteen private schools of Kathmandu valley.
- iii) This study was delimited to lower secondary level English teachers through questionnaire.
- iv) Similarly, it was delimited to the only one skill of language teaching.

1.7 Operational Definition of the Key Terms

In my research, the following key terms were used;

- i) **Audio materials:** - It refers to sound containing with aural elements. Such as cassette player, audio tape, radio, frequency modulation (FM), compact disc (CD) and so on.
- ii) **Proficiency:** -Here proficiency refers to the ability, skill, and competence.
- iii) **Listening skills:** - It refers to the ability or capacity to hear something for specific information and for identifying the detail as well as main ideas of the text.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes review of related theoretical literature, review of related empirical literature, implications of the review of the study and conceptual framework.

2.1 Review of Related Theoretical Literature

This sub part deals with different theoretical perspectives related to audio materials in teaching listening skills.

2.1.1 Perception: A Brief Introduction

The word 'perception' is derived from the Latin word 'percept' which was in turn derived from the Latin word 'percepere' meaning observation. Literally, it means deeper and natural understanding of something or the way of understanding and interpreting something.

Perception refers to an idea, belief or an image you have as or result of how you see or understand something. Perception is based on the experience of pervious knowledge. It refers to awareness, understanding and interpreting something very deeply and closely. Perception develops from organization of present and past experiences about subject matter. Bell (1990, p. 227) defines perception as "the process whereby sensory stimulation is translated into organized and meaningful experiences." Perception is the process of gaining information about people, events and things and the psychological process by which this is accomplished. It differs from one person to another. Perception determines the behavior and belief system of the people. It helps to bring about the expected change in the field of interest.

2.1.2 Listening Skill

Listening is a receptive skill of language that enables the learners to perceive, understand and interpret the meaning of phonic substance of language.

According to Underwood, (1989, p. 1), “Listening is an activity of paying attention to and trying to get meaning from something we hear”. It implies that listening is an active process of constructing message from incoming comprehensible input. Similarly, Nicholas (2009, p.4) states, “To listen is to pay attention, take an interest, care about, validate, acknowledge, be moved, and appreciate”. It means when students take part in listening, they feel free to express feelings and ideas. As a result they become able to make good decisions for issues.

In the same way, Rost (2002, p.78) mentions “Listening is the most important skill in language learning, because it is the most widely used language skill in daily life”. Listening is a mental process of constructing meaning from spoken input. In other words, it is a conscious process of the auditory stimuli that have been perceived through hearing. It is the interpretative action taken by the listener in order to understand and potentially make meaning out of the sound wave. Similarly, it is purposive since the listener encodes the message, analyzes it, constructs the meaning and decodes to the speaker. Rost (1994, as cited in Mandal, 2010, p. 11) says successful listening involves an integration of the following speech components.

- i. Discrimination between sounds
- ii. Recognizing words
- iii. Identifying functions in conversation
- iv. Using background knowledge and context to predict the important words, topics and ideas.
- v. Giving appropriate feedback to the speaker.

The above mentioned components conclude that, listening plays vital role in teaching learning activities. It is the mental process of constructing meaning from spoken input. In other words, better understanding is the result of good listening.

2.1.3 Teaching Listening

The purpose of teaching listening is to make learners able to listen and comprehend the spoken discourse of the target language. In other words, the goal of teaching listening in language classroom is to make learners good listeners. Ur (1996) highlights that the goal of teaching listening is to enable our students eventually to cope with the natural listening situations that they are most likely to encounter in real life.

2.1.4 Stages of Teaching Listening

There are different stages and activities in teaching listening. Brown (2006, p. 3) opines that in a typical lesson, there are “pre” activities, “while” activities, and “post” activities, for effective teaching listening. The three stages suggest by Brown are discussed below:

Pre-listening stage. It is a preliminary stage of teaching listening. In other words, it is done before the actual listening goes inside the classroom. At this stage the teacher needs to arouse interest and curiosity in students by setting scene and doing warm-up activities. Underwood (1989, p.33) mentions that before listening students should be ‘turned-in’ so that they know what to expect, both in general and for particular tasks. Some of the pre-listening activities that can be practiced before teaching listening in EFL classroom are as follow:-

- Giving background information
- Discussing the topic
- Some written exercise relevant to the topic

- Question answer activities
- Giving cultural background

While-listening stage. While listening is the second and the most significant stage of listening where students need to listen, comprehend and do activities as per the instruction forwarded by the teacher in the pre-listening stage. The role of the teacher is to present the text and students need to listen it carefully and perform certain tasks. The tasks that students need to do may be writing answers to the questions, gap filling activities, true / false items, information gap activities and so on. If the classroom becomes noisy, students may not listen to the text well and affects the score. The listening text should be played enough times because students may not clearly understand the theme if they are played once.

Post-listening stage. Post-listening is the last stage of teaching listening which in other words, known as follow up activity. In this stage the learners share the information with each other, think and discuss in post- listening stage.

Underwood (1989, p.36) explained that the form/ chart completion, extending lists, sequencing/grading, matching with different reading text, extending notes to a written responses, summarizing, problem solving, identifying and dictation are the activities that are involved in post-listening stage. Hence, it is the stage where students output is observed and assessed.

Teaching listening skill is one of the most challenging tasks for any EFL teacher. Teaching of listening depends upon the class size, availability of materials, learners' interest and teacher's competence over the content. To have a successful teaching and learning listening the teachers and students need to do lots of practices. Anderson and Lynch (1998, p.74) listed the components of listening as follows;

- The spoken signal of speech has to be segmented into units which have to be recognized as known as words.

- The syntax of the utterance has to be grasped and the speaker's intended meaning has to be understood.
- Listeners must apply their linguistic knowledge in formulating a correct and appropriate response to what has been said.

2.1.5 Teaching Aids in Teaching Listening Skills

Teaching is beyond the explanation of the content to the students. It needs many supportive materials that can be used in the classroom situations to facilitate learning. Hence anything that is helpful to teach is teaching aids, such as map, picture, real object, computer, over head projector (OHP), compact disc (CD), cassette player, radio, FM and so on. Teaching aids are designed to help the teachers, save the time and effort, arouse interest in teaching learning activities. So only the proper materials can support the teachings that are needed to be manipulated for the learners' convenience in learning. They are very important in communicative language teaching.

2.1.5.1 Types of Teaching Aids

In general, we can divide teaching aids into following types:

i) Audio aids

These aids involve the sense of hearing which attracts the attention of listening to the particular content for the students. They are cassette player, audio recordings, radio, FM and so on.

ii) Visual Aids

These involve the vision of the students to be more confidential and facilitated. They are locally available materials, pictures, maps, photographs, posters etc.

iii) Audio-visual aids

These types of aids involve both sense of audio and visual. Students can listen as well as see at the same time. They are computers, CD player, Television.

2.1.5.2 Audio Materials in Teaching Listening Skills

Audio materials are portable and can easily be available in the market. When a teacher uses audio materials in the classroom, it brings a variety of pronunciation and develops students' vocabulary power. So it has many advantages in language teaching. Audio materials allow students to hear a variety of different voices apart from just of their own teachers. It gives them an opportunity to meet a range of different characters, especially where real people are talking. Audio materials help the English teachers to make their classes live and interactive. To fulfill the aims of different levels, school curriculum incorporates all four skills in the course. Among them listening and speaking cover 25 marks and reading and writing cover 75 marks. Textbook is prescribed as a major tool. Teachers can use other supplementary materials according to their needs. Among them audio materials is one which is prescribed by Curriculum Development Centre (CDC). Audio materials allow the students to hear a variety of different voices apart from just of their own teacher. It gives them an opportunity to meet a range of different characters, especially where special people are talking. Students can develop their pronunciation and vocabulary from it.

Audio materials help to create interesting environment by providing variety of pronunciation. It helps to develop students' habits on listening important information, news and improves their English. So when we use such materials it is beneficial for students as well as teachers. Such types of prescribed materials should be used in language teaching. For these reasons, school level curriculum should make provision for teaching listening by audio materials.

2.1.5.3 Types of Audio- materials in Teaching Listening

Listening is the first of the four language skills. To develop listening skills of the students, materials play vital roles in the classroom whether they are text materials or supplementary. Among them audio- materials play vital role in teaching learning activities. These materials provide a way to make teaching effective and interesting, which enable students more active and help to work better in team- based environment. Doff, (1995, p.204) describes two types of audio- materials:

i) Live materials

The teacher can teach listening either by using cassettes or by using his/ her own voice. When the teacher uses his/ her voice, it is known as live materials. Live materials may be the speech by teachers or outside speaker or reader. In live materials the speaker can be seen. So it is easy for the listeners to decipher the message from facial expression and gesture of the speaker. It is obvious that a speaker presents in a room is nearly always easier to hear than a recorded voice. Live materials are also beneficial in the sense that there is no need to organize equipment in advance.

ii) Recorded materials

In teaching learning activities when a teacher uses cassette player, it is called recorded material. Recorded materials are permanent and for later use or reference. These materials allow presenting a variety of voices and accents to the students. While using recorded materials, the teachers or the students can stop whether they don't understand the text clearly. When recorded materials are used, students get opportunities to hear language of the native speakers and they concentrate on what they hear whether the speaker is not seen.

In the same way Underwood, (1989, pp. 98-100) discusses other two types of audio materials and their characteristics. They are as follow:

i) Authentic materials

Authentic materials are prepared in real situation designed for native speakers and written or recorded in standard language. These materials allow the students to hear a much more real act of communication with all the interactional features. If the students have the opportunity to listen to a range of authentic text, they will sample many different voices, with varying accent too. They can realize the real way of expression. It is generally accepted that students need to practice listening to the kind of speech they will actually encounter in real life so that they will be able to understand and respond to what speakers are saying. Such real speech or natural conversation that is specially designed for native learners is supposed to be the authentic materials.

Features of Authentic Materials

- i) Natural rhythm, intonation, pronunciation
- ii) Normal rate of delivery
- iii) Natural unstructured language
- iv) Incomplete sentences, false starts hesitation
- v) Background voices
- vi) Natural starts and stops
- vii) Interruptions

ii) Non authentic materials

Non authentic materials are those, which have been written or produced specially for language students for language teaching learning purposes. These texts are produced for teaching a particular language item, such as vocabulary or grammatical pattern. They are artificial and designed for students. In other words, the materials which are designed quite structurally and consciously for special purpose of teaching and testing listening can be taken as the non-authentic materials. The teacher uses non authentic materials i.e. cassette player recommended by Curriculum Development Centre in our context.

Features of Non authentic Materials

- i) Unnatural rhythm, intonation and pronunciation
- ii) Slow and careful delivery
- iii) Structured, sophisticated use of language
- iv) No background noise
- v) Artificial stops and starts
- vi) Complete sentences and utterances

2.1.5.4 Importance of Audio Materials in Teaching Listening Skills

Audio materials used in teaching listening have a crucial role for the purpose of listening activity. A teacher has to prepare all such materials. They may involve textual as well as supplementary materials. Some of the materials can be prepared by the teachers and some of them can be collected or bought. Some importance's of using audio materials in teaching listening are :- It makes learner more creative, improve English of students as well as teachers, make classroom lively helpful to make teaching effective, develop students listening comprehension, it works better in a team-based environment, motivate learners towards learning, teaching learning activities are easier to remember and they sometimes are sources of information.

2.1.5.5 Challenges of Using Audio-materials in Teaching Listening Skills

Although, audio-materials help to create interesting environment by providing varieties of pronunciation. These materials help to develop the students' habit on listening other information as well as news and improve their listening capacity. Despite these advantages, it is not sure whether they are used by the teachers in language teaching or not and how practical is it in large classroom? So while using such materials, there may be some challenges for the teachers as well as the students. Underwood, (1989 as cited in Rijal, 2012, p.16) states some problems of using audio materials as follow:

a) Lack of control over the speed

A Nepali speaker who is learning English as a foreign language often feels difficult to comprehend the message due to the speed of the audio materials. When a native speakers speak fluently without halting. Then the listener of foreign language does not get enough time for processing the incoming input.

b) Not being able to get things repeated

In the initial stage, a text should be repeated several times to develop the listening capacity of the learners, so that they become accustomed. When they listen to the radio commentary, news and other information, they are not repeated. So they often feel problem to understand message.

c) Limited vocabulary repertoire of the listeners

The students get limited exposures to authentic language and native speakers. That is why, they have limited vocabulary repertoire due to limited comprehensible input. The main sources are only the teachers and textbook for a limited time.

d) Lack of concentration

Sometimes the listeners fail to get meaning of the text that they hear due to lack of concentration. They cannot pay proper attention to the test for various reasons, such as fatigue, noise, anxieties and restlessness.

e) Difficult to Interpret

Due to lack of knowledge of supra- segmental features, sound variations, variation of intonation pattern, and the listener fails to interpret the meaning.

f) Inherent difficulty of listening text

Some texts are naturally simple. So the listeners are able to grasp the expected message where as some text contain jargons, technical terms which cause inherent difficulty to understand.

2.1.5.6 Effectiveness of Using Audio Materials in Teaching Listening Skills

Audio-materials ensure the content matter understandable to the students with simple and easy manner in a short span of time, which helps learners to learn better with an interactive environment. Therefore audio- materials are used to enhance learning skills in a systematic manner and relating them in the mind of learners for longer time duration. The use of audio-materials is effective for engaging in social rituals, exchanging information, exerting control, sharing ideas, reviewing after lecture.

2.1.6 Listening Comprehension

Listening comprehension refers to the mental ability of understanding and interpreting the accents, vocabulary, grammar and meaning. In other words, it is a mental process of analyzing the information in the cognitive faculty of the brain and constructing sense. Listening process can define as the ability of one individual perceiving, another via sense, aural organs, assigning a meaning to the message and comprehending it". Listening comprehension makes the learners able to analyze and interpret the words and syntax of the target language, which helps the learners in the development of successful listening skill. Brown (2006, p.2) mentions, "one very important idea for teaching listening is that listening courses must make use of students' prior knowledge in order to improve listening comprehension". To say further, prior knowledge about the topic should be explored in listening class before the listening text is played or read by the teacher for high listening comprehension. According to

Jackman and Mc. Dowell (1999, as cited in Dura 2015, p.6) mentioned the following sub skills of listening comprehension:

- Listening for specific information
- Identifying detail
- Identifying main ideas
- Seeing beyond the surface meaning
- Being aware of stress, rhythm and intonation

Listening comprehension is the power of understanding. It is the process by which a person understands the meaning of written or spoken language. It is the analysis of utterances into segments and identifies the linguistic units.

2.1.7 Challenges of Teaching Listening

Teaching listening skill of language to EFL learners is a matter of challenge for teachers of English since it undergoes several problems. Talking about the problems of teaching listening, the problems are believed to cause by the speech rate, vocabulary and pronunciation. In other words, rate of speech, use and selection of vocabulary and in most of the cases pronunciation create problem in teaching and learning of listening. Similarly, other problems of the students are the speed of delivery, new terminology and concept, difficulty in focusing and the physical environment. In addition to these, unfamiliar and long listening texts makes students discouraged and bored to what they are listening. Hayes, (1997, p.97) presents Problems faced by ELT teachers in teaching listening are listed below:

- i) Discomfort.* Many teachers are worried by the physical constraints imposed by large numbers in confined classrooms. They feel unable to promote student interaction, since there is no room to move about. Some teachers also feel that teaching in large classes is physically very wearing.

- ii) Control.* Teachers are often worried by the discipline aspects of large classes. They feel they are unable to control what is happening, and that the classes become too noisy.
- iii) Evaluation.* Teachers feel a responsibility for checking all of their students' work, and are worried if they cannot do so.
- iv) Learning effectiveness.* All teachers want their students to learn English. They are understandably worried if they do not know who is learning what.

Similarly, while talking about the challenges of teaching listening in the context of Nepal are,

- Lack of audio-video materials
- Unfamiliar and non- contextualized listening text
- Large classroom structure

2.2 Review of Related Empirical Literature

No one can be a perfect without help of any one. That's why empirical review is important to observe the research and methodology to the novice researcher. A researcher should look back past in order to reconstruct and renew the knowledge into current practices. In this section some of the related previous researches based on audio materials in teaching listening are presented below.

Bashyal (2011) carried out survey research on 'Role of Radio Programme in Teaching Listening'. The objectives of his research were to explore the role of radio programme in teaching listening at lower secondary level and to suggest some pedagogical implications on the basis of the findings of the study. He selected forty students of grade eight from different schools of Palpa and Syangja district. The participants were selected by using random sampling procedure. For data collection procedure, he played audio tape as a tool for his study and conducted written test to the students after listening. Finally, he

found that the role of Radio in teaching listening is suitable and effective for developing English in Nepal.

Acharya (2012) carried out a research on 'Listening Proficiency of Sixth grade Students in Kathmandu Valley'. The major objectives of his study were, to find out the listening proficiency of sixth grade students in Kathmandu valley and compare the proficiency level in terms of private and public schools, gender wise and grammatically units as well. For the purpose of generating data he has collected forty students as a sample for his study, (i.e. 20 from private and 20 from public school) using non random sampling procedure. Five different texts of 60 full marks were as the tool for data collection. Through the research, he found comparatively private schools were better than public ones and boys were little better than the girls.

Rijal (2012) conducted a research entitled, 'Teachers' Beliefs on Using Cassette Player in Teaching Listening'. The purposes of her study were, to find out the beliefs of secondary level English teachers on using cassette players in teaching listening skill; to find out the problem faced by teachers while using cassette player to teach listening skills in their classes and suggest some pedagogical implications of using cassette player in language teaching. The English language teachers of different twenty schools, i.e. ten from community based and 10 from private schools of Nawalparasi district were the sample for her study. She used purposive non- random sampling procedure to collect the data. Questionnaires were the tool for her study which was related to the use of cassette player and teachers' beliefs on using it. The study concluded that, most of the respondents agreed towards using cassette player and said that cassette player in listening improves pronunciation. But on the other hand, lack of technical knowledge in using cassette player creates other problem for teachers and unusual load shedding is the main cause in using it.

Bhattarai (2013) carried out a mix method research entitled ' Strategies used in Teaching and Learning listening'. This study was primarily focused on

teaching and learning listening activities of the teachers and learners. The purposes of his study were; to analyze the strategies in teaching listening in secondary level; to find out learners strategies and problem in learning listening and to find some pedagogical implications in classroom teaching. All the secondary level English teachers and students of Tanahu district were population of his study. Among them fifty participants, i.e. 10 teachers and 40 students of same place and level were the sample for his study. The data of the research was generated from primary sources through inquiry and observation. The chief findings of his research were, the majority of the students always faced problem in guessing unknown words while listening and speed of speech in recorded voice is problematic in listening.

Dura (2015) carried out survey research design entitled ‘Listening proficiency of Grade Ten students’. The objectives of his research were; to find out the listening proficiency of grade ten students; to compare the listening proficiency of students of private and public schools and to provide some pedagogical implications on the basis of the findings of the study. The participants were collected through random sampling procedure. Altogether sixty students of Pokhara valley, i.e. 30 from public school and 30 from private schools were the sample for his study. The researcher divided the students into two groups and played audio tape in front of the class. Then he conducted the listening test to the students at a same time through distributing questionnaire. The main findings of his research were; most of the students were found very poor in public school than the private one. To develop listening proficiency, students need more exposure and the entire supportive environment.

Neupane (2015) carried out a survey research entitled, ‘The Programme English by Radio and its Role in Developing Teachers’ English Language Skills’. The objectives of his research were; to find out the contribution of radio training programme for developing teachers’ language skill at primary levels in terms of, a) Listening and speaking skills. b) Language teaching and learning.

c) Professional development. He selected forty teachers of primary level from different forty government schools of Kathmandu valley through non random sampling procedure. The researcher designed different types of questionnaire, i.e. 24 close ended questions and 5 open ended questions to collect the opinions of the teachers. Through the study, he found all the teacher believed that the programme English by Radio is helpful for developing listening skills as well as classroom interaction skills.

2.3 Implications of the Review for the Study

The literature includes variety of sources including books, journals, articles and old thesis report. These entire sources help to bring the clarity and focus on research problems, and improve methodologies. It is also equally important to examine and evaluate what has been studied and said before on related topic and what has not been said yet for your finding new area for further research. The aforementioned studies have their own value and importance in their respective fields. For the present study, review of the related structure helped me to understand the subject area better and help to conceptualize the research problem and methodology. Similarly it helped me to obtain the answer to the research questions. And another important thing is that, it teaches me to generalize how the findings of my study are different from those of others.

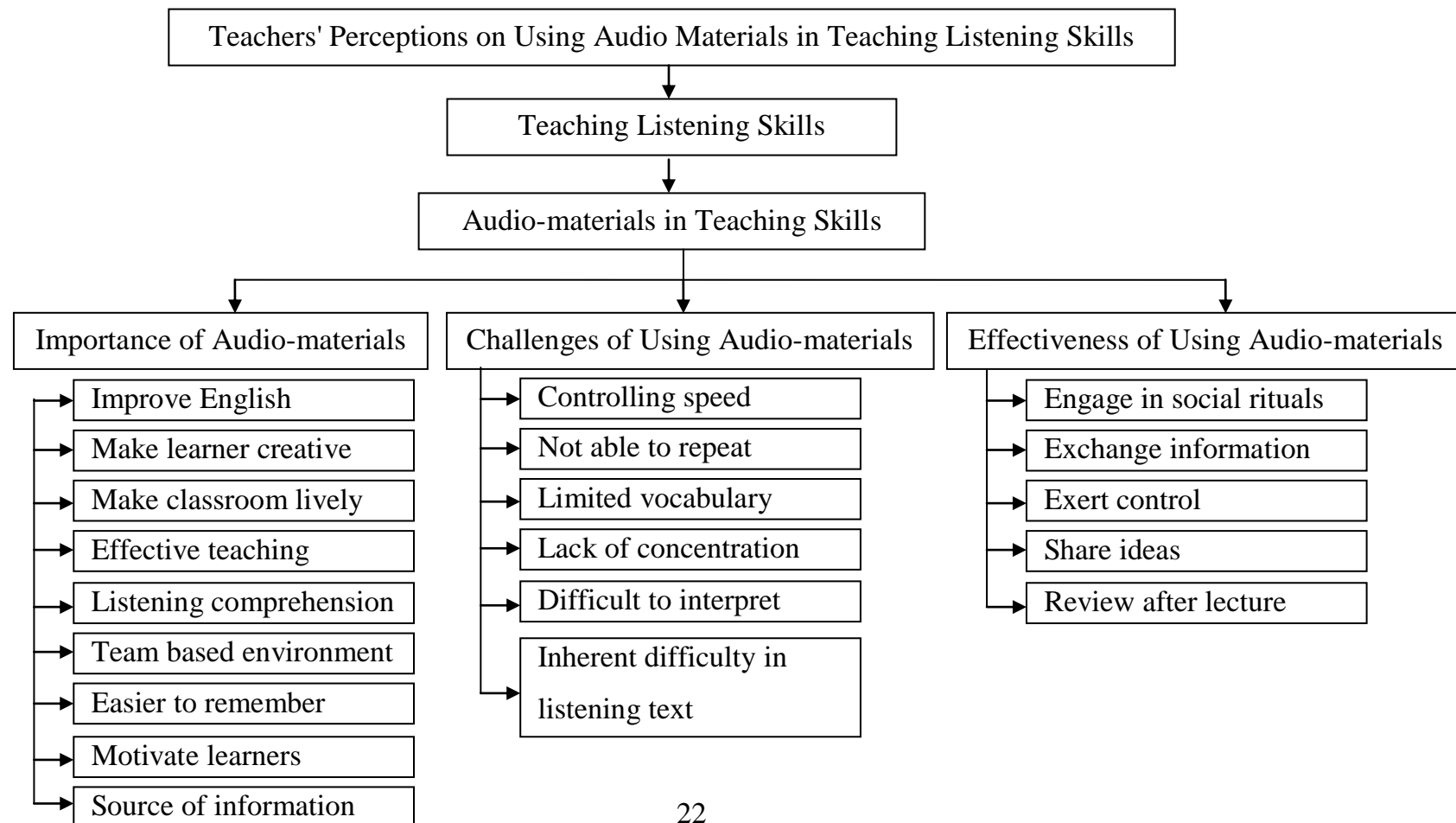
From Basyal's (2011) research work, it was found that radio also plays vital role in teaching learning activities. Similarly, from Acharay's (2012) research mentioned that, private schools are far better than public ones in the comparison of proficiency level of students. Likewise from Rijal's (2012) research work, it was found that teacher should be aware of using their teaching materials properly. Similarly, from Bhattarai's (2013) research work, it was found that the audio tape should be played until the student familiar with the text. By the same way, from Dura's (2015) research work mentioned that the student of public school need more creative activities to develop listening

proficiency. Similarly, from Neupane's (2015) research work, it was found that audio player develops listening skills as well as interactive skill to the student.

After reviewing researches, I found some beneficial methods, process of sampling procedure, tools for data collection etc. Some researches were beneficial for the definitions, and for searching sites as well. The researches themselves become the source of guidelines for conducting of this research proposal.

2.4 Conceptual Framework

The conceptual framework to conduct my research can be diagrammatically shown as:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter includes the design and method of the study, population sample and sampling strategy, research tools, source of data, data collection procedure, data analysis and interpretation procedure and ethical consideration.

3.1 Design and Method of the Study

I applied survey research design to carry out my research work. The main purpose of carrying of this research was to obtain a snapshot of conditions, attitudes and or events at a single point of time. According to Cohen and Manion (1985, as cited in Nunan 2010, p.140) “Surveys are the most commonly and descriptive method in educational research and may vary in the scope from large scale governmental investigation to a small scale studies carried out by single researcher”.

According to Nunan (2010, p.141), mainly following steps are followed to carry out the survey research.

1. Define objectives.
2. Identify target population.
3. Literature review.
4. Determine sample.
5. Identify survey instrument.
6. Design survey procedure.
7. Identify analytical procedure.
8. Determine reporting procedure.

The above discussed research design is one of the important research design used in educational investigations. It was mainly carried out to find out peoples’ attitude opinions, and specified behavior on certain issues, phenomena

and events or situations. The finding of survey research generalizes to the whole group achievement. For this reason, I chose survey design in my research study.

3.2 Population, Sample and Sampling Strategy

I have adopted survey research design. It demands large number of population. So, the population of this study was consisted of all the lower secondary level English teachers of Kathmandu valley. The required samples were consisted of thirty English teachers of fifteen different schools. All the respondents were selected using random sampling procedure. The sampling strategy was used to select the schools and information as the sample for this study.

3.3 Research Tools

The tool for data collection for this study was a set of questionnaires containing both open-ended and close-ended questions.

3.4 Sources of Data

I used both primary and secondary sources of data.

3.4.1 Primary Sources

Thirty English teachers of lower secondary level were the primary sources of data for this study.

3.4.2 Secondary Sources

In order to complete and facilitate the study, I consulted various books on language testing, listening comprehension, articles, journals and related research work. In the same way, I have studied the reference books of Brown (2006), Underwood (1989), Harmer (2008), Rost (2002) and other written documents available in electronic media.

3.5 Data Collection Procedures

For the purpose of generating data required for my study. I visited the different fifteen schools of Kathmandu valley. After entering the school, I informed to the Principal first and explained the purpose of visiting those schools. Then after, I have consulted to the English teachers of Lower Secondary level. According to the available time of them I distributed the questionnaires and request them to complete the paper within a week. And finally, I have collected the questionnaires from them.

3.6 Data Analysis and Interpretation Procedures

Most of the survey researches are qualitative and quantitative in nature. Being a survey research, it had characteristics of both qualitative and quantitative analysis. Systematically collected data were analyzed and interpreted descriptively with the help of tables, illustration and percentage.

3.7 Ethical Considerations

To maintain the ethical issues I informed my participants what I was doing with them. To make my participants feel comfortable I explained them that the information gathered will be only for academic research purpose. In addition to this, I clearly explained the nature and objective of my research to the school administration for their support and advices. To generate authentic data from my participants I convinced them that their privacy related issues would not be disclosed. Their names will be codified and they are going to be affected nowhere because of this research. Whatever the secrecies that I noticed during the research will not be publicized at any cost.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with analysis of data and interpretation of results obtained from primary sources. The collected information from the respondents were analyzed and interpreted to explore the teachers' perceptions on using audio materials in teaching listening skills. The data were collected with the use of questionnaire consisting of both close-ended and open-ended questions. I have collected the data from thirty English teachers of lower secondary level of Kathmandu valley. The respondents were distributed a set of questionnaire including five open ended and twenty five close ended questions. The analysis of the collected data has been carried out both quantitatively and qualitatively. The information is tabulated after questionnaire collection. The data were analyzed on the basis of responses of the teachers of lower secondary level.

Tabulation of information and then its analysis is followed by interpretation using statistical tools: tables and percentages. All these statistical tools have made this analysis and interpretation comprehensive.

4.1 Analysis of Data and Interpretation of Results

On the basis of collected data, analysis of data and interpretation of results are given below:

4.1.1 Analysis of Close-ended Questions

The data collected from the teachers to the close-ended questions have been analyzed and presented in the next page:

4.1.1.1 Based on the Perceptions of Teachers on Using Audio-materials in Teaching Listening Skills

This section describes perceptions of lower secondary EFL teachers on using audio-materials in teaching listening skills. a set of fifteen close ended question are analyzed and interpreted to elicit the perceptions of those level teachers about audio-materials. The collected responses are analyzed in following different sub heading.

a) Use of Audio-materials in the Classroom

Based on the responses provided by the teachers to the question on use of audio materials in the classroom, the analysis has been done in table 1.

Table 1

Use of Audio-materials in the classroom

Item no.	Responses							
	Frequently		Sometimes		Rarely		Never	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1	11	36.66	15	50	3	10	1	3.33

Table 1 shows that half of the teachers (i.e. 50%) sometimes used audio-materials in their classroom. Other 36.66 per cent teachers opined that they frequently used such materials as their teaching aid. Next 10 per cent teachers answered that they rarely use audio- materials and rest 3.33 per cent teachers responded that they never use audio materials in their classroom. I found that most of the teachers use audio materials in their classroom.

b) Materials Used to Teach Listening

In order to derive the required information on using audio materials, teachers were asked about techniques of teaching listening. Based on the responses provided by the teachers in this question, the data has been presented in table 2.

Table 2

Materials Used to Teach Listening

Item no.	Responses							
	Using Cassette player		Reading self		Reading from Students		Using all techniques	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
2	5	16.66	3	10	2	6.66	20	66.66

The above given table presents that few teachers (i.e. 6.66%) use cassette player as their listening materials. Next 10 per cent teachers read the text themselves. Other 6.66 per cent follow the materials of teach listening by reading the text from the students. And out of all, more than half (i.e. 66.66%) teachers opine that they use all materials like using cassette player, reading text themselves, and reading text from the students. From the research, it was found that the majority of the teachers use to teach listening with different activities.

c) Students' Pronunciation by Audio-materials

Regarding to collect the information, teachers were asked about their views on students' pronunciation by audio-materials. Based on the responses, the data have been presented in table 3.

Table 3
Students' Pronunciation by Audio-materials

Item no.	Responses							
	Agree		Strongly agree		Disagree		Strongly disagree	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
3	13	43.33	17	56.66	-	-	-	-

The above table indicates that, the majority of the teachers (i.e. 56.66%) strongly agree that audio- materials develop students' pronunciation. Rest 43.33 per cent teachers also agreed on that statement. From the research, I found that all the teachers seem positive on using audio-materials for the development of students' pronunciation.

d) Effectiveness of Audio materials in Teaching Listening

The data collected from the teachers' perceptions on effectiveness of audio-materials in teaching listening have been presented in table 4.

Table 4
Effectiveness of Audio-materials in Teaching Listening

Item no.	Responses							
	Agree		Strongly agree		Disagree		Strongly disagree	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
4	15	50	15	50	-	-	-	-

The result of responses to the item 4 shows that 50 per cent teachers are agree that teaching listening by audio materials is an effective programme. In the same way, rest 50 per cent teachers are strongly agree towards using audio materials is effective in teaching listening. I found that, all of the teachers are agreed to use audio materials as their teaching aid in teaching listening skill.

e) Way to Apply Audio-materials in the Classroom

Another item was asked to the teachers to collect their view on how do they apply audio-materials in their classroom? The data collected from teachers have been presented in table 5.

Table 5
Ways to Apply Audio-materials in the Classroom

Item no.	Responses							
	Individual		In a pair		In a group		Whole class	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
5	1	3.33	5	16.66	9	30	15	50

Table 5 presents that, half of the teachers (i.e. 50%) apply audio materials to whole class. Other 16.66 per cent played in a pair and 30 per cent teachers played in a group. Rest 3.33 per cent teachers opine that they play audio-materials with one by one student. I found, that for better listening activity most of the teachers prefer to play audio tape with whole class and in a group.

f) Teaching by Radio

Concerning with perceptions of teachers on using audio materials, the teachers were asked to respond about teaching by radio. The responses have been presented in table 6.

Table 6
Teaching by Radio

Item no.	Responses							
	Beneficial		Disturbing		Neutral		None	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
6	24	80	1	3.33	3	10	2	6.66

The data presented in table 6 reveal that, the majority of the teachers (i.e. 80%) respond that teaching by radio is beneficial for students. Other 3.33 per cent opine that teaching by radio is disturbing. In the same way 10 per cent view that using radio is neither beneficial nor disturbing. And 6.66 per cent teachers opined that radio does not play any role in teaching listening. From the research, I found that most of the teachers think teaching by radio is beneficial for the students.

g) Separate Lab for Listening practice

In the responses to the question on separate lab for listening practice, the data has been presented in table 7 and analyzed below.

Table 7
Separate Lab for Listening Practice

Item no.	Responses			
	Yes		No	
	Frequency	%	Frequency	%
7	18	60	12	40

The table 7 mentions that the majority of the schools (i.e. 60%) have separate lab for listening practice. Rest other 40 per cent teachers respond that they do not have such facility for listening practice. It was found that, the majority of the schools have separate lab for listening practice.

h) Favorable Environment

Based on the responses provided by the teachers to the question favorable environment to use cassette player in their schools. The teachers' responses have been presented below in table 8.

Table 8

Favorable Environment

Item no.	Responses			
	Yes		No	
	Frequency	%	Frequency	%
8	26	86.66	4	13.33

The above table reveals that the majority of the respondents (i.e. 86.66%) have got favorable environment to use cassette player in the classroom. On the other hand 13.33 per cent teachers opine that they do not have such environment. I found that the majority of the teachers have got favorable environment to use audio materials I their school.

i) Sufficient Time to Manage the Equipment

The data collected from the teachers' responses on sufficient time to manage the equipment has been presented in table 9.

Table 9

Sufficient Time to Manage the Equipment

Item no.	Responses			
	Yes		No	
	Frequency	%	Frequency	%
9	26	86.66	4	13.33

In the responses to the question, on sufficient time to manage the equipment, most of the respondents (i.e. 86.66%) teachers have got sufficient time to manage the equipment in their schools. Other 13.33 per cent do not have much more time for managing their materials. I found that, most of the schools give sufficient to their teacher for the better use of their teaching aid.

j) Technical Problem Encountered by Teachers While Using Cassette Player

Based on the perceptions provided by the respondents to the question regarding technical problem encountered by the teachers while using cassette player, the analysis have been done in table 10.

Table 10
Technical Problem Encountered by the Teachers while Using Cassette Player

Item no.	Responses			
	Yes		No	
	Frequency	%	Frequency	%
10	23	76.66	7	23.33

Table 10 shows that, more than half of the teachers (i.e. 76.66%) have encounter with technical problem while using cassette player. Rest 23.33 per cent do not encounter with such problems. From the research, it was found that teachers should aware of using audio materials in their classroom.

k) Flexibility on Using Audio-materials in the Classroom

During collecting the perception of teachers, they are asked that using audio-material is how much flexible in your view? The data have been presented in table 11.

Table 11
Flexibility on Using Audio-materials in The Classroom

Item no.	Responses							
	Cheap		Costly		Both		None	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
11	9	30	5	16.66	9	30	7	23.33

Out of all, some teachers (i.e. 30%) respond that using audio-material is cheap in the sense of economy. Similarly few respondents (i.e. 16.66%) answer that it becomes costly. Other 23.33 per cent opine that it is neutral and rest 30 per cent teachers respond that sometimes it becomes cheap as well as costly. From the research, it was found that audio-materials are easily accessible to the teachers.

l) Participation of Students in Listening Class

An item asked to investigate students' participation in listening class. The responses of the teachers have been presented in table 12.

Table 12

Participation of Students' in Listening Class

Item no.	Responses							
	Half students		All students		Almost all students		No one presents	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
12	0	-	22	73.33	8	26.66	0	-

Out of thirty respondents, the majority of the teachers (i.e. 73.33%) respond that all the students participate in listening class. Other 26.66 per cent respond that almost all students participate in listening class. I found that, students enjoy their class by the supportive materials rather than reading and writing only.

m) Help of Broadcast Materials

The data collected from teachers responses to the help of broadcast materials have been presented in table 13.

Table 13

Help of Broadcast Materials

Item no.	Responses							
	Agree		Strongly Agree		Disagree		Strongly Disagree	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
13	20	66.66	9	30	1	3.33	0	-

The result of responses to the item 13 shows that 66.66 per cent teachers agree that broadcast materials are helpful for students. In the same way, 30 per cent teachers strongly agree that broadcast materials help in teaching learning activities. Whereas 3.33 per cent do not think that it is helpful in the classroom. From the research, it was found that broadcast materials are helpful for the students to develop their listening as well as speaking fluency.

n) Using Pre-questions Before Playing Audio-materials

Based on the responses provided by the teachers to the item, the data has been presented in table 14 and analyzed below.

Table 14

Using Pre-question Before Playing Audio-materials

Item no.	Responses			
	Yes		No	
	Frequency	%	Frequency	%
14	27	90	3	10

The table asserts regarding using pre questions before playing audio-materials, most of the respondents (i.e. 90%) use pre-question before playing audio-materials. Rests 10 per cent ignore that. From the research, it was found that,

most of the teachers think that it is necessary to make students aware to the subject matter.

o) Equal Participation of Boys and Girls

On the basis of the responses to the question on, equal participation of boys and girls in the classroom activities. The provided data have been presented in table 15.

Table 15

Equal Participation of Boys and Girls

Item no.	Responses			
	Yes		No	
	Frequency	%	Frequency	%
15	29	96.66	1	3.33

Table 15 shows that almost all the teachers (i.e. 96.66%) find their students getting opportunities to participate in the classroom activities. On the contrary rest 3.33 per cent teachers are not found for providing such opportunities to their students. It means, most of the teachers are concern on participating boys and girls for better learning activities.

4.1.1.2 Based on the Challenges Faced by EFL Teachers in Teaching Listening Skills

Regarding to collect the information, respondents were asked their perceptions based on the challenges faced by EFL teachers in teaching listening skills. The obtained information are analyzed in following different sub-heading.

a) Role of Audio –materials

In order to derive required information in teaching listening skills, the teachers were asked about the role of audio-materials. Based on the responses provided by the respondents in this question, the data has been presented in table 16.

Table 16

Role of Audio-materials

Item no.	Responses							
	Higher motivation		Increased quality		Increased comfort		Satisfaction	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
16	9	30	18	60	1	3.33	2	6.66

The data presented in table 16 reveals that, more than half of the respondents (i.e. 60%) agreed that audio materials help students to increase quality. In the same way 30 per cent respondents were found to opine that it help them in higher motivation. Other 3.33 per cent respond that it helps to increase comfort, and rest 6.66 per cent respondents agree in satisfaction. From the collected data, it was found that most of the teachers think that audio-materials increase quality of the students.

b) Developing Ways of Listening Proficiency

Based on the responses provided by the teachers regarding this issue, the presentation has been done in table 17.

Table 17

Developing Ways of Listening Proficiency

Item no.	Responses							
	Pronunciation		Habit of tolerance		Communication		Mentioned all	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
17	6	20	1	3.33	1	3.33	22	73.33

In the responses on developing ways of listening proficiency, The majority of the teachers (i.e. 73.33%) opine that listening proficiency develop students' pronunciation, habit of tolerance, and communication. Other 20 per cent agree that it develops students' pronunciation. Similarly, very few respondents (i.e. 3.33%) view on, listening develops communication. And rest 3.33 per cent answer that it develops habit of tolerance. From the research, it was found that most of the teachers think listening is for all round development like pronunciation, communication and habit of tolerance etc.

c) Areas of Listening Skills

In the question on areas of listening skills, the data has been presented in table 18.

Table 18

Areas of Listening Skills

Item no.	Responses							
	Formal education		Non-formal education		Distance education		Open education	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
18	18	60	0	-	8	26.66	4	13.33

The table 18 demonstrates that, in the question on areas of listening skill, more than half of the teachers (i.e. 60%) are agree that listening skills takes place in formal education. In the same way, 26.66 per cent teachers opine that it takes place in distance education. Other 13.33 per cent view on it takes place in open education. It means listening skills specially takes place in formal education rather than distance and open education.

d) Problem Faced by Teachers While Using Audio-materials

The data collected from the teachers have been presented in table 19.

Table 19

Problem Faced by Teachers While Using audio-materials

Item no.	Responses							
	Pronunciation		Electricity		Number of students		Mentioned all	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
19	6	20	8	26.66	2	6.66	14	46.66

The data presented in table 19 reveal that out of 30 teachers, 20 per cent respondents assume that pronunciation is the problem while using audio materials in the classroom. Likewise 26.66 per cent opine that electricity is the main problem on conducting listening activities. Other 6.66 per cent respond that due to large number of students create problem on using audio-materials. Other 46.66 per cent teachers respond that the problems on using audio materials are pronunciation, electricity, and large number of students. From the research, it was found that using audio materials are effective in well managed classroom.

e) Students' Interaction in the Classroom

In order to derive the required information on audio-materials, teachers were asked about students' interaction in the classroom. Based on the responses provided by the teachers in this question, the data has been presented in table 20.

Table 20
Students' Interaction in the Classroom

Item no.	Responses							
	Always		Mostly		Sometimes		Rarely	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
20	7	23.33	19	63.33	4	13.33	0	-

Table 20 shows that, the majority of the teachers (i.e. 63.33%) mostly give opportunities to interact their students in the classroom. And 23.33 per cent teachers always give chance to in the classroom. Other 13.33 per cent of the respondents opine that they sometimes give such opportunities to their students. I found that almost all of the teachers want to make their classroom in teaching learning activities.

f) Teachers' Different Activities for Passive Listeners

Data has been presented in table 21 on the basis of the responses by the teachers.

Table 21
Teachers' Different Activities for Passive Listeners

Item no.	Responses							
	Respectful and humble		Eye contact		Calling by name		Using relevant examples	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
21	3	10	11	36.66	3	10	13	43.33

The above given table itself presents that, less than half (i.e. 36.66%) teachers manage their classes making eye contact with students. Very few (i.e. 10%) teachers make concentrate their students by calling name. Out of all 43.33 per cent teachers make their students active by using relevant examples. Rest 10 per cent teachers manage their passive class being restful and humble. From the research, I found that for better and active participation of classroom teacher should understand the students' psychological aspect.

g) Challenges of Teaching Listening

Concerning with the issue, the teachers asked to respond about the challenges of teaching listening. The responses have been presented in table 22 and analyzed below.

Table 22

Challenges of Teaching Listening

Item no.	Responses							
	Discomfort		Control		Evaluation		Mentioned all	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
22	1	3.33	8	26.66	9	30	12	40

The data presented in table 22 reveal that, very few teachers (i.e. 3.33%) respond that discomfort is the challenge of teaching listening. Other 26.66 per cent view on the challenging of teaching listening is control the classroom. Less than half respondents (i.e. 30%) opine that evaluation of the students is more challenging factor. Rest 40 per cent of the teachers respond on mentioned all 3 factors equally challenging for teaching listening. From the research, it was found that teaching listening is a challenging task that influenced by discomfort, control and evaluation.

h) Teachers' Different Activities on Students' Learning Difficulties

Based on the responses provided by the teachers to the question, teachers' different activities on students' learning difficulties while conduct listening programme. The data is presented in table 23 and analyzed below.

Table 23

Teachers' Different Activities on Students' Learning Difficulties

Item no.	Responses							
	Repeat lesson		Ask other students		Avoid that students		Teach Separately	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
23	22	73.33	2	6.66	0	-	6	20

The above given table presents that the majority of the teachers (i.e. 73.33%) repeat the lesson when students feel difficulties while listening the text. Other 20 per cent of the teachers opine that they teach separately. Similarly very few teachers (i.e. 6.66%) ask with other students. And no one is in favor that they avoid that student and continue the class. From the collected responses, I found that all the teachers try to help their students if they feel difficult in teaching learning activities.

i) Ways of Evaluating Listening Skills

An item asked to investigate the ways of evaluating listening skills. The data have been presented in table 24.

Table 24**Ways of Evaluating Listening Skills**

Item no.	Responses							
	Asking related questions		Taking test		Both		None	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
24	7	23.33	4	13.33	19	63.33	0	-

Table 24 explains that, out of 30 teachers, very few (i.e. 13.33%) teachers evaluate their listening class by taking test, and 23.33 per cent teacher evaluate by asking related questions to their students. Other 63.33 per cent teachers evaluate their students by asking related questions as well as taking test. From the research, it was found that most of the teachers evaluate their students by both orally and written to make learning fruitful.

j) Summarization of the text

Concerning on the issue of teaching listening, teachers were asked that when they summarize the text in teaching listening. The collected data from the respondents is presented in table 25 and analyzed below.

Table 25**Summarization of the Text**

Item no.	Responses							
	Before listening		While listening		After listening		After Practicing all questions	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
25	0	-	1	3.33	18	60	11	36.66

Based on the responses from the teachers to the question, it reveals that the majority of the teachers (i.e.60%) summarize the text after listening. In the same way 36.66 per cent teachers summarize after practicing all the questions given in the text. And very few (i.e.3.33%) respond that they summarize the lesson while listening. From the research, I found that most of the teachers want to make their students more concern in their subject matter by summarizing the text.

4.1.2 Analysis of Open-ended Questions

Along with the close-ended questions, the respondents were asked open-ended questions also. This section also deals with the perceptions and challenges from the teachers about audio-materials. It consists of different 5 open-ended questions related to the perceptions of using audio-materials and challenges of using such materials at lower secondary level. The obtained responses are analyzed below.

4.1.2.1 Based on the Perceptions of Teachers on Using Audio-materials in Teaching Listening Skills

Regarding the use of audio-materials in teaching listening skills, different teachers responded differently but many of them repeated the same things. Thus common views of teachers in different open-ended questions are analyzed below with different sub-heading.

a) Preparation Before Listen to the Audio-materials

Based on the responses to find out the perception of teachers on preparation before listen to the audio-materials, most of the teachers create learning environment with giving some background about the text. Some teachers ask their students to read the lesson first and write the difficult words in their copies. Similarly some of them prepare some pre questions to concern their students towards subject matter. From the collected data for preparation before listen to the audio-materials, the teachers present some activities related to the

text, give some technical strategies about listening text, make their students clear about the text by giving the topic of the listening text, and tell students about the purpose of the lesson and so on.

Out of all some teachers respond that they try to manage all the necessary equipment, along with if possible they provide their students written listening script, and some teachers try to overcome some goals like motivation and contextualization. From the research, it was found that most of the teachers tried to create learning environment by motivating their students towards the lesson with different activities before they start their listening class.

b) Experiences on Conducting Listening Class

Survey on teachers' experiences regarding conducting listening class at lower secondary level, almost all of the teachers responded that classroom seems interactive and students pay more attention in their class. Some teachers viewed that while conducting listening activity, students become happy, excited energetic, more participating, and more concern. From the listening they improve communication skills, makes students active listener and patience too. Most of the teachers feel that listening class increase listening capacity which inspired teachers as well as students. So they feel good to conduct it. In spite of positive aspects, some teachers feel uncomfortable conducting listening class for some reasons. Such as:-

T1 said: - students would not understand the text because of the hindrance of their mother tongue.

T2 said: - sometimes students' mind may be out of classroom.

T3 said: - playing audio twice/ thrice become time consuming.

Thus all it was found that most of the learners feel happy to have listening class and conducting listening activity improve students' pronunciation, listening capacity and patience. Sometimes lack of technical knowledge create problem on conducting listening class at lower secondary level.

c) Advantages of Using Audio-materials in Teaching Listening

Regarding the teachers' perceptions on using audio-materials in teaching listening skills, teachers were asked the advantages of using audio materials in their classroom. Out of 30 respondents almost all the teachers view that audio-materials are helpful to have better pronunciation. It helps to develop listening comprehension as well as communicative skills of the students. Similarly some teachers opine that audio-materials arise interest in learning, avoid boredom, improve listening skills, develop habit of tolerance, develop communication techniques, build confidence while delivering speech, helps to decrease students' error while acquiring English language, make clear about subject matter that students feel easy during exam time. Some teachers feel that audio-materials specially fruitful to the auditory learners. It gives stress free environment to the students as well as the teachers. To sum up, it was found that audio-materials are attractive teaching aid which makes students perfect to improve their language and pronunciation. It also improved students' habit of listening and increased their communicative skills.

4.1.2.2 Based on The Challenges of EFL Teachers in Teaching Listening Skills

Analysis and interpretation of data based on the challenges faced by EFL teachers in teaching listening skills are presented below in the following sub heading.

a) Problems of Teaching Listening at Lower Secondary Level

Concerning the challenge oriented issue, teachers were asked the problems they have faced in teaching listening at lower secondary level. Most of the teachers respond that the major problem of teaching listening is electricity. In the same way some teachers respond that they faced problems in pronunciation, large number of students,, time management, lack of listening aid, lack of experiences, lack of linguistic competence of the learners, lack of speaking

practice, lack of vocabulary building, use of complicated words by native speakers etc. Similarly, some teachers view that some students can't stay calm, they often get distracted and some lazy type of students feel happy because they do not need to write. Among all, some of them respond that it's impossible to teach individually in the classroom where most of the students come from different societies with different languages. Their mother tongue sometimes hinders in acquiring second language. To conclude, I found that the major problem on conducting listening class was the electricity. Sometimes it creates problem in concentrating the class due to students' overexcitement or laziness.

b) Techniques to Overcome the Challenges of Teaching Listening

Regarding the above mentioned problem, respondents were asked the techniques to overcome the challenges of teaching listening. Most of the respondents answer that teachers should be patience, more concerned on students' activities and create friendly environment to the students. For the large classes, teachers can teach their students by making group or pair. They respond that if students distracted, teachers should be respectful and humble towards students along with they can use relevant examples, questions, and important points of the text. Similarly some teachers respond that teachers should play the audio-materials again and more, by letting students to understand the audio carefully without any noise, providing written script while playing audio-materials and telling the meaning of difficult and unusual words to avoid the problem of pronunciation. These activities help to develop students listening ability as well as reading capacity. Along with some teachers opine that curriculum should focus on audio classes, teachers should be provided the training for better management of such classes. In the absence of electricity, school management team should try to provide supplementary equipment like generator, solar etc. Some teachers opine that they take help from seniors and other colleagues. From the research it was found that, problems of teaching listening should overcome by being humble, being with students in their difficulties, repeating the audio text and concerning with the management team.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter consists of findings, conclusion, and recommendations related to policy related, practice related, and further research related.

5.1 Findings

After the study accumulated for this study, the researcher has come to list the different perceptions and challenges of using audio-materials in teaching listening skills at lower secondary level. After analysis and interpretation of data, the major findings of the study have been summarized and presented below.

5.1.1 Findings of close-ended questions

The findings of close-ended questions are as follows:

5.1.1.1 Based on the Perceptions of Teachers on Using Audio-materials in Teaching Listening Skills

- a) From the research, I found that half of the teachers (i.e. 50%) sometimes use audio materials in their classroom. Where 3.33 per cent teachers ignored that.
- b) Very few teachers (i.e.6.66%) used the materials of teach listening by reading the text from their students.
- c) All of the teachers seem positive on using audio materials for the development of students' pronunciation.
- d) In the responses to the question on effectiveness of teaching listening by audio-materials, all the teachers agreed that teaching listening by audio-material is an effective programme.

- e) Out of 30 respondents, half of the teachers responded that they played audio-materials with whole class.
- f) From the research it was found that, most of the teachers (i.e. 80%) responded that teaching by radio is beneficial for the students.
- g) Out of all, 60 per cent teachers viewed that they have separate lab for conducting listening activities in their schools.
- h) Majority of the teachers (i.e. 86.66%) answered that, they have got favorable environment to use cassette player in their schools.
- i) Most of the teachers (i.e. 86.66%) stated that they have got sufficient time to manage their equipment in their schools.
- j) Regarding the collecting of information, 76.66 per cent teachers have faced with technical problem while using cassette player.
- k) Out of 30 respondents, it was found that 30 per cent respondents viewed that using audio-materials is cheap.
- l) From the research, I found that all of the students feel happy to participate in listening class.
- m) More than half of the teachers (i.e.66.66%) agreed that broadcast materials are helpful for students.
- n) Almost all of the teachers (i.e.90%) used some pre questions before playing audio-materials. Rest others ignored that.
- o) More than 95 per cent teachers are concerned on participating both boys and girls in teaching learning activities.

5.1.1.2 Based on the Challenges Faced by EFL Teachers in Teaching Listening Skills

- a) Regarding the issues of audio-materials, 60 per cent teachers viewed that audio-materials increase quality.
- b) From the research, it was found that most of the teachers (i.e.73.33%) are agreed that listening proficiency develop students' pronunciation, communication, and habit of tolerance. Where few respondents (i.e. 3.33%) answered that, it only develops communication.

- c) The data presented from the research revealed that, the majority of the teachers (i.e.60%) responded that listening skill specially takes place in formal education.
- d) From the research, it was found that 46.66 per cent teachers responded that the problems on using audio-materials are pronunciation, electricity, and large number of students.
- e) The majority of the teachers (i.e. 63.33%) mostly gave opportunities to ask questions and interact in the classroom.
- f) Out of 30 respondents, less than half of the teachers (i.e. 43.33%) teachers stated that they make students active by using relevant examples. Other 36.66 per cent managed their class by eye contact. And 10 percent teachers make their students active being respectful and humble.
- g) Out of all, 40 per cent respondents revealed that mentioned 3 factors are the challenges of teaching listening. They are:- discomfort, control and evaluation.
- h) The majority of the teachers (i.e. 73.33%) responded that they repeat the lesson on students' difficulties.
- i) In the responses to the question on ways of evaluating listening skills, more than half of the teachers (i.e. 63.33%) answered that they evaluate their students by both orally and written to make learning fruitful.
- j) Regarding the teachers' challenges on conducting listening activity, 60 per cent teachers responded that they summarize the lesson after listening.

5.1.2 Findings of Open-ended Questions

Findings of open-ended questions are as follow:-

5.1.2.1 Based on the Teachers' Perceptions on Using Audio-materials in Teaching Listening Skills

After analyzing different open-ended questions collected from the teachers of lower secondary level, it was found that most of the teachers try to create learning environment by motivating their students towards the lesson with different student centered as well as teacher centered warm up activities before they start their listening class. Concerning on the experiences of teachers on conducting listening class, students seem happy, energetic, and classroom seems interactive. Listening activities improve students' pronunciation and habit of tolerance. In the other hand, sometimes lack of technical knowledge create problem on conducting listening class at lower secondary level.

Regarding the teachers' perceptions on advantages of using audio-materials in teaching listening, it was found that it is an attractive teaching aid which make students perfect to improve their language and pronunciation. Students learn sound, stress, intonation etc of the words and they will be familiar with the language of native speakers.

5.1.2.2 Based on the Challenges Faced by EFL Teachers in Teaching Listening Skills

From the research I found that, the most common problems of teaching listening at lower secondary level are:- the electricity, pronunciation, large number of students, students' mother tongue and so on. Along with it creates problems on lack of experience of the teachers and unmanaged classroom. Analyzing on other issue i.e. technique to overcome the challenges of teaching listening, it was found that teachers should overcome such problems by repeating the text again and more, being patience, humble and responsible to

the students. Moreover, from the research I found that, audio classes should be focused; teachers should be provided training and seminars for being familiar with such activities. And school management team should provide supplementary equipment like generator, solar etc in the absence of electricity.

5.2 Conclusion

This study was mainly concerned with identifying the perceptions of teachers on using audio-materials in teaching listening skills. The data has been collected through questionnaire from 30 lower secondary teachers from fifteen different schools of Kathmandu valley. From the interpretation and discussion of the data, it was found that using audio-materials in the classroom seems interactive, more participating, increase listening capacity, improve students' communicative skills, improve pronunciation, avoid boredom, gives stress free environment to the teachers as well as students, helpful to develop listening comprehension, make learners active, build confidence, increase curiosity and so on. Sometimes it is difficult to make this technique effective in the absence of electricity, lack of vocabulary building, lack of exposure, due to the large number of students, unmanaged and multilingual classroom as well as mother tongue of the students. The major findings of this research are as follow:

- a) Regarding the use of audio-materials all the teachers seem positive on that it develops students' pronunciation and teaching listening by audio is an effective programme.
- b) Regarding the perceptions of respondents, cent percent teachers were agreed that it is an attractive teaching aid at lower secondary level.
- c) The majority of the teacher (i.e. 86.66%) stated that they have got favorable environment to conduct listening activity and they have got sufficient time to manage their equipment in the schools. On the other hand, rest 13.33 per cent teachers did not have such environment and sufficient time.

- d) It was found that all the students seem happy and energetic to participate in listening class.
- e) Out of all 60 per cent teachers answered that they have got separate lab for conducting listening class. Rest 40 per cent did not have such facility in their schools.
- f) In the responses to the question on techniques of teaching listening at lower secondary level. The majority of the teachers (i.e. 66.66%) use cassette player, self reading, and reading text by students. On the contrary very few teachers (i.e. 6.66%) asked to read the text by their students.
- g) Most of the teachers are responded that the major problem on conducting listening activities are:- electricity, large number of students, pronunciation of native speakers, lack of experience of teachers and unmanaged classroom.
- h) Some teachers responded that, repeating the audio again and more become time consuming.
- i) To overcome the challenges of teaching listening, teachers should provided training and seminars about listening class. And audio classes should be focused.

By analyzing and interpreting the data, it can be concluded that teachers have the positive attitude on using audio-materials for effective teaching learning activities in a sense that cent per cent teacher are agreed on that audio materials each an attractive teaching aid at lower secondary level. It gives stress free environment in the classroom and students seem excited to have such classes rather than lecturer classes. Audio-materials help students' pronunciation and increase listening capacity. It inspired teachers as well as students. On the other hand, it is difficult to conduct listening class in the absence of electricity, lake of experiences of teachers on using it and large number of students. Repeating the audio again and more becomes time consuming.

5.3 Recommendations

The following recommendations have been made on the basis of the above mentioned findings of the study.

5.3.1 Policy Related

Policy level is a plan of action agreed or chosen by a teacher to conduct his/her educational programme in an academic year. To conduct any educational programme, a teacher and concerning department need to have a plan or policy. Since policy is a higher level action; it works as a catalyst for the development of any working team. This study has some implication at the policy level. Some of the implications are mentioned below:

- a) Audio-materials should be taken as an important part of overall language learning. So the government as well as school administration should focus the maximum utilization of audio-materials in teaching learning activities.
- b) Adaptation of technology in education will play vital role to sustain for long term educational development of the nation. Thus, the concerning department and organizations like: DEO, NCED, CDC etc should organize training and seminars to make familiar to the teachers on using audio-materials for effective teaching and learning.
- c) It seemed all schools do not have separate lab for listening. So, the DEO should provide separate and well managed lab in each and every schools for conducting listening classes.
- d) Finally education planners, syllabus designers, material developers should take care about the modern tools such as: - audio cassettes, visual aids, emails and internet etc.

5.3.2 Practice Related

This study limits its study on teachers' perceptions on using audio-materials in teaching listening skills. On the basis of the findings of the research, the following practice related recommendation can be made. So the implications made in practical level from the findings are as follow:

- a) Most of the teachers are aware of using audio-materials. So they should be encouraged by training for appropriate use of it in students' motivation for learning.
- b) Seminars and meeting should be organized among teachers for discussing on using audio-materials for the better development of students listening skills.
- c) Teachers should create coordinative environment in students' difficulties.
- d) Teachers should teach better pronunciation through phonetic spelling.
- e) Teachers should encourage students by providing tips to understand the text.
- f) Teachers should use audio- materials as much as possible.
- g) The teachers must try his/her best to develop his/her own identity in this modern era by adopting modern techniques of teaching and learning. For example providing written script of the listening text, providing hand outs, accessing internet materials.

5.3.3 Further Research Related

This section discusses methods and areas in which to extend the current study. To study on audio materials has constructed hypothesis for further research. This research concludes that there is in-depth relation between audio materials and teaching listening in English language teaching. It further advocated that the audio classes should be focused to make students active listeners and to motivate the students in teaching learning activities. The study proves that it

seems as interactive teaching aid at lower secondary level. It develops students' pronunciation, communication, confidence and habit of listening. Students become happy, energetic and eager to have listening classes rather than lecture classes. It is fruitful to auditory learners. More over present study will be helpful for those who want to carry out research in the field a audio materials in teaching listening skills. It will be secondary sources of data for them as well. Similarly some studies can be the further research based on this study, they are :- effectiveness of audio materials in teaching listening skills, role of audio-materials in teaching listening skills, techniques of teaching listening by audio materials and so on.

This study is also applicable to study about numerous aspects belonging to the English language teachers which motivate the students to learn in an effective way with modern technologies of current era. Here, other factors intellectual, knowledge related to audio materials in teaching content are less valued which can be taken into consideration by upcoming research. Now days, the role of teachers have been transformed into a coach and facilitator. So the ways of teaching listening by audio materials are emphasized. More over it is necessary can be more significant in teaching different listening skills.

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APPENDIX I

Participant Consent form
Faculty of Education, Tribhuvan University
Kirtipur, Kathmandu, Nepal

Supervisor: Resham Acharya

“Teachers’ Perceptions on using Audio materials in Teaching Listening Skills”.

I, agree to take part in this research study.

In giving my consent I state that:

I understood the purpose of the study, what I will be asked to do, and any risks/benefits involved.

- 1) I have read the participant information statement and have been able to discuss my involvement in the study with researcher if I wished to do.
- 2) I have got answers to any questions that I had about my study and I am happy with the answers.
- 3) I understand that being in this study is completely voluntary and I do not have to take part compulsorily.
- 4) I understand that my real name will not be used in the study.
- 5) I understand that personal information about me that is collected over the course of the study will be stored securely and will only be used for purpose that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.

I consent to:

Completing required questionnaire YES / NO

Signature.....

Name.....

Date.....

APPENDIX II

QUESTIONNAIRE FOR THE TEACHERS

Dear sir/madam,

This questionnaire is the part of my research entitled, '**Teachers' Perceptions on Using Audio Materials in Teaching Listening Skills**' under the supervision of **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, T.U., Kirtipur. You are kindly requested to give your responses through the following questionnaire. The correct information provided by you will be of great value for completing my research. I sincerely assure you that your responses will remain confidential and use only for research purpose.

Netra Kumari Paudel

Date:

Name of the teacher:

Name and address of the school:

Qualification:

Teaching experience:

Group 'A'

Tick the right alternative in the box if given and answer the question where necessary.

1) How often do you use audio-materials in your classroom?

Frequently

Sometimes

Rarely

Never

2) How do you teach listening skill at lower secondary level?

Using cassettes player

Reading text myself

Reading text from students

Using all techniques mentioned above

3) Audio- materials develop students' pronunciation.

Agree

Strongly agree

Disagree

Strongly disagree

4) "Teaching Listening by Audio-materials" is an effective program.

Agree

Strongly agree

Disagree

Strongly disagree

5) How do you apply audio-materials in the classroom?

One by one student.

In a pair

In a group

whole class

6) Teaching by Radio is

Beneficial

Disturbing

Neutral

Non of the above

7) Is there any separate lab in y for listening practice?

Yes

No

- 8) Is there any favorable environment for the teacher to use cassette player in your school?
- Yes No
- 9) Have you provided sufficient time to manage your equipment in your school?
- Yes No
- 10) Have you ever encountered with any technical problems while using cassette player?
- Yes No
- 11) The use of audio materials in classroom is
- Cheap Costly
 Both of the above None of the above
- 12) How many students involve in your listening class?
- Half students of the class All students
 Almost all students of the class No one presents
- 13) Broadcast materials are helpful for teaching English at lower secondary level.
- Agree Strongly agree
 Disagree Strongly disagree
- 14) Using audio materials in classroom helps you for:
- Higher motivation Increased quality
 Increased comfort Satisfaction
- 15) Are you aware of equal participation on both boys and girls in learning activities in your classroom?
- Yes No
- 16) Do you use some pre-questions before playing audio-materials in the classroom?
- Yes No
- 17) Listening proficiency develops
- Pronunciation Habit of tolerance
 Communication All of the above

18) Listening skill specially takes place in

- Formal education
- Non formal education
- Distance education
- Open education

19) What type of problem do you face while using audio- materials in the classroom?

- Pronunciation
- Electricity
- Large number of students
- All of the above

20) How often do you give chances to interact your students in the classroom?

- Always
- Mostly
- Sometimes
- Never

21) How can you manage your class if students seem as passive listeners?

- Being respectful and humble
- Making eye contact with that students
- Calling students by their names
- Using relevant example as per their concern

22) Challenges of teaching listening

- Discomfort
- Control
- Evaluation
- All of the above

23) Which activity do you follow when a student feels difficult while listening the text?

- Repeat the lesson
- Ask with other students
- Avoid that students
- Teach him separately

24) How do you evaluate your listening class?

- By asking related question
- By taking test
- Both of the above
- None of the above

25) When do you ask students to summarize the text?

- Before listening
- While listening
- After listening
- After practicing the all the question given in the text

Group 'B'

1) What preparation would you do with the students before they listen to the audio tape?

.....
.....
.....

2) Write your experience on conducting listening class at lower secondary level.

.....
.....
.....

3) Using audio-materials in teaching listening is beneficial for students. How?

.....
.....
.....

4) What are the problems of teaching listening at lower secondary level?

.....
.....
.....

5) How do you overcome them?

.....
.....
.....

APPENDIX III

LIST OF NAMES OF SCHOOLS SURVEYED

S.N	Name of School	Type of School
1.	Akshar Academy	Private
2.	Asian Public School	Private
3.	Axis International Higher Secondary School	Private
4.	Ambition Academy Higher Secondary School	Private
5.	Bhadra Ghale Shikshya Sadan	Private
6.	Indradhanush Higher Secondary School	Private
7.	Kamal Netra Chhunamuna Higher Secondary School	Private
8.	Lovely Angels Secondary Boarding School	Private
9.	Loyola Higher Secondary School	Private
10.	Maitidevi Boarding High School	Private
11.	Marvellous English Boarding School	Private
12.	The Acme Academy High School	Private
13.	The City Academy	Private
14.	Venus English School	Private
15.	Vidya Kunja Boarding School	Private

APPENDIX IV
FREQUENCIES AND PERCENTAGES OF THE
TEACHERS' RESPONSES TO THE QUESTIONNAIRE

Item no	A		B		C		D	
	F	%	F	%	F	%	F	%
1.	11	36.66	15	50	3	10	1	3.33
2.	5	16.66	3	10	2	6.66	20	66.66
3.	13	43.33	17	56.66	0	-	0	-
4.	15	50	15	50	0	-	0	-
5.	1	3.33	5	16.66	9	30	15	50
6.	24	80	1	3.33	3	10	2	6.66
7.	18	60	12	40	-	-	-	-
8.	26	86.66	4	13.33	-	-	-	-
9.	26	86.66	4	13.33	-	-	-	-
10.	23	76.66	7	23.33	-	-	-	-
11.	9	30	5	16.66	9	30	7	23.33
12.	0	-	22	73.33	8	26.66	0	-
13.	20	66.666	9	30	1	3.33	0	-
14.	9	30	18	60	1	3.33	2	6.66
15.	29	96.66	1	3.33	-	-	-	-
16.	27	90	3	10	-	-	-	-
17.	6	20	1	3.33	1	3.33	22	73.33
18.	18	60	0	-	8	26.66	4	13.33
19.	6	20	8	26.66	2	6.66	14	46.66
20.	7	23.33	19	63.33	4	13.33	0	-
21.	3	10	11	36.66	3	10	13	43.33
22.	1	3.33	8	26.66	9	30	12	40
23.	22	73.33	2	6.66	0	-	6	20
24.	7	23.33	4	13.33	19	63.33	0	-
25.	0	-	1	3.33	18	60	11	36.66

