

CHAPTER – ONE

INTRODUCTION

1.1 General Background

Language teaching means enabling the students to communicate in the target language. Language is a means of communication. It is one of the things which makes a man different from other creatures. It is quite essential that the language classes should be directed to equipping the students with the language skills. Language is a means of expressing thoughts, feelings, emotions and so on. It is the most fundamental means of communication through which all and only normal human being control and create things in daily life.

The English language is the most prestigious and dominant language in the world. Teaching of the English language in Nepal is important because of the development of science and technology. Out of the four language skills, reading and writing were highly emphasized whereas listening and speaking were given less attention. However, these two skills have started attracting attention recently. That is why the new curricula have made a provision of teaching and testing of listening and speaking skills which have included some exercises for listening and speaking along with reading and writing skills at least at the high school level.

1.1.1 ELT in Nepal

Many languages are spoken in Nepal. But with growing interest of the world towards the English language, Nepal has also realized it as the most important medium in our daily life. Considering this fact, the government of Nepal has included the English language as a compulsory subject from primary level to

university level. The curriculums have been planned with the provision of compulsory subject (English) of 100 marks for each grade from elementary to bachelor's level and optional English too in higher education.

For teaching and learning of the English language in Nepal, two language skills: reading and writing were given more emphasis in the Secondary Level English Curriculum. Grammar Translation (GT) method was blindly supported by the teachers. This kind of tendency brought the result that the students improved or learned language not from the view point of the use but usage of the language. It developed the grammatical competence of the students but not the communicative competence. It became trust of the people who were interested in the English language. Nowadays, it is realized that teaching the English language means enabling them to communicate in that language. Realizing this very fact, all four language skills are being emphasized and ways of teaching of the English language have been dramatically changed. According to the need of the people, National Education Commission 2049 B.S. has made of provision of change in the educational curriculum of Nepal especially in the field of English subject in secondary level. The listening skill has got especial consideration in school level as well as in the higher education.

In the field of language teaching different methods and techniques are in existence at present. But communicative approach to language teaching and, different methods of this approach and several techniques are being applied to develop the communicative competence of the students. In short, the ELT situation in Nepal is changing.

1.1.2 Teaching Language Skills

A child starts acquiring language from early childhood and becomes adult in the field of language when he is five or six years old. He acquires his mother

tongue (L₁) in his family first and continues acquiring it from his friends in his neighbourhood and in school. He meets various situations from where he listens to varieties of language. In this way, he spends much time for listening and speaking language. For this, he follows the natural order of language skills i.e. listening, speaking, reading and writing. Listening and reading are the receptive skills of a language whereas speaking and writing are the productive skills. In the natural setting of language acquisition, natural order of language skills is followed. First the child listens to language used by his family, friends, relatives and so on and he comprehends it. After that the child starts speaking. Reading and writing are more complex skills in comparison to those primary skills viz. listening and speaking.

Teaching English as a foreign language, all the language skills should be taught giving balanced emphasis. There are four language skills. They are:

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

Listening is the first and most important skill. It is a receptive skill. To be a competent user of the language one should know its skills and aspects. In order to acquire all abilities, the students should get better input. For the beginners listening provides input. Speaking occupies the second position in the natural order of language skills, first being listening. Language means something spoken. It is a productive skill. Language learning mainly refers to learning speaking. Reading is the third language skill in the natural order of language skills. It is obviously a receptive skill because a message can be received by reading something. It involves the process of decoding.

Writing is considered to be the last language skill. It is the production of graphic symbols. The symbols are arranged according to certain convention to form words and words are arranged to form sentences. It is the productive skill. In fact, each language skill has its own importance. It is powerful medium of expression. It makes clear the importance of teaching it.

Traditionally two primary skills: listening and speaking were ignored while teaching English as a foreign language. Obviously, it is possible to learn foreign language without learning how to write it because reading and writing are the skills which are difficult to acquire and communication is not disturbed without reading and writing skills. Unless one is able to listen i.e. perceive and comprehend the language, he can not use it. Therefore, listening is the first and most important skill for language learning. Teaching language means enabling the students to use language for communication. Considering this fact, the school level curriculum has included all the language skills. All the language skills have been logically organized.

1.1.3 Teaching Listening Skill

Listening, speaking, reading and writing are the four language skills. Among them listening skill is regarded as the most important one because it is the fundamental requirement for anyone willing to learn a language. Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent and pronunciation, his grammar, his vocabulary, and his meaning. A good listener is capable of doing these four things simultaneously.

Listening is sometimes referred to as a passive skill but it is an active process of perceiving and constructing a message from a stream of sound. A listener receives analyses and interprets the oral signals that help him to be a better

speaker. There are two aspects of listening skill. (Underwood 1989 pp. 10-12).

They are:

- a. Listening Perception
- b. Listening Comprehension

Listening perception refers to the recognition of different sounds, stress, rhythm, intonation etc and the discrimination between constructing sound and combination of sounds.

Munby (1978, as cited in Ghimire, 2006, p.5) has identified the following sub-skills of listening:

- i. Discriminating sounds in isolated word forms.
- ii. Discriminating sounds in connected speech.
- iii. Discriminating stress patterns within words.
- iv. Recognizing variation in stress in connected speech.
- v. Recognizing the use of stress in the connected speech.
- vi. Understanding intonation patterns.
- vii. Interpreting attitudinal meaning through variation of tones.

These above mentioned sub-skills are also known as the components of listening skill and to teach listening skill to the students' means to make them able to do the above mentioned things. Listening skill is the foundation of other skills because it enables the learner to acquire other skills of language. If there is not listening, there is no any other language skill. We learn or acquire many things in our life through it. In conclusion, we can say, perception and recognition open the door for getting different bodies of knowledge in our life.

1.1.4 Steps of Teaching Listening

There are three stages of teaching listening. These three stages are entirely correlated with each other. They are:

- a. Pre-listening stage
- b. While-listening stage
- c. Post-listening stage

a. Pre-listening stage

In this stage, some kind of warm up exercises are done for familiarizing the students with the text they are going to listen to. When the teacher starts by saying "listen to this", then switches on the cassette player or begins to read aloud, the students may have no idea about the topic that they are going to listen. Firstly, they may not know what the topic is or what the setting is or what the relationship between the speakers is. Secondly, even if the teacher has indicated, what they are going to listen to, they may have insufficient grasp of the cultural framework in which the speakers will speak and therefore the teacher should be very careful for providing some kinds of warm up exercises which help the students familiarize with the text that they are going to deal with.

For pre-listening the following different activities can be conducted inside the classroom. They are:

- The teacher giving background information.
- The students reading something relevant.
- The students looking at pictures.
- Discussion of the topic and situation.
- A question and answer session.
- Writing exercises.

Different factors may affect the choice of the pre-listening activities. In this regard, Underwood (1989, p.33) has listed some factors. They are as follows:

- The time available.
- The materials available.
- The ability of the class.
- The interest of the class.
- The interest of the teacher.
- The place in which the work is being carried out.
- The nature and the content of the listening text itself.

b. While-listening stage

In this stage, the students listen to the text and do some tasks. This stage refers to the actual activity in which students listen to the text directed by the teacher and perform the given task on the basis of their comprehension. Therefore, while listening activities are what students are asked to do during the time that they are listening to the text. In this stage, the activities should be appropriate, keeping in view the levels of difficulty at a particular grade.

Underwood (1989, pp.45-69) suggests the following ideas/activities for the while-listening stage:

- Putting pictures in order.
- Checking items in pictures.
- Matching pictures with what is heard.
- Completing pictures.
- Carrying out actions.
- Picture drawing.

- Following a route.
- True/false exercise.
- Form/chart completion.
- Making lists.
- Multiple choice questions.
- Gap filling exercises.
- Predicting.
- Seeking specific items of information.

c. Post –listening stage

Post-listening stage is also called follow up stage. In this stage, students check up their answers and relate the activities to other language skills or grammar. Here, post-listening activities embrace all the work related to particular listening text which is done after the listening is completed. That is to say, post-listening stage consists of follow-up activities including all the works related to a particular listening text. Post-listening activities are extensions of the work done at the pre-and while-listening stages and so related only to the listening text itself. This stage is more creative stage.

Underwood (1989, pp.81-82) has prescribed the following activities as post-listening activities:

- Forms/chart completion.
- Extending lists.
- Sequencing/grading.
- Matching with a reading text.
- Extending notes into written responses.
- Summarizing.
- Problem solving.

- Identifying relationship between the speakers.
- Role-play/simulations.
- Dictation.

1.1.5 Extensive Listening

Extensive listening is useful in teaching listening. Through extensive listening a person can listen to something like a radio program or other any sort of program by which he/she can get the satisfaction of direct understanding what he/she had listened to.

According to Grougton et al. (1978 as cited in Aryal 2001, pp. 6-7)

At times a person might find himself listening to something in a relaxed way not concentrating on every word, but for the sheer pleasure of following the content of what is said. An example might be the experience of listening to an interesting radio programme, which poses no particular problems of language or difficulty of concepts. At other times, the same person might find himself in a situation where he has to listen with great attention because he is trying to pick up or remember a series of important instructions. Alternatively, the speaker might be using complex or unfamiliar language, as with an undergraduate listening to a lecture on a subject new to him.

The parallels between a native speaker and a learner are not exact here, but there is certainly a case for giving students the two different types of listening experience—those in which the language level is well within their present capacity and which therefore allow them to listen to for pleasure or interests and those in which they need to pay more attention to content and language. The first sort of experience can last quite a long time, several minutes, as in the case of easy stories read aloud by the teachers or heard on tapes. They can also be short, for example they hear a short poem or joke just for pleasure or fun. In both cases, they are not asked to do language work on what they hear but have the satisfaction of an almost complete direct understanding of something worth hearing. This type of listening can be called extensive listening.

1.1.6 Intensive Listening

Nowadays intensive listening is very much useful in teaching listening in the classroom. In intensive listening a listener can develop the knowledge of language.

Groughton et al. (1978, as cited in Aryal 2001, pp. 6-7) mentions:

This is most widely used form of listening practice in modern classrooms. Here, the students are asked to listen to a passage with the aim of collecting and organizing the information that it contains. The type of passage used is usually a little different from that used for extensive listening. It contains more concrete information which may be quite densely packed, and often not as easy for the students to understand on first hearing. This is because the aim is to give the students a challenge, to allow them to develop listening skills or

knowledge of language through the effort they make, guided by the exercises or activities related to the passage.

For this reason, a passage for intensive listening should be short, not more than a few minutes because it should be played or read several times, straight through or in sections (usually in both ways during a lesson). Particularly, the passages need to be short in order to fit within the limits of a lesson, and also because of the effort that the students will be expending in their attempts to make out as much as possible.

1.1.7 What Makes Listening Difficult?

There are some factors which make the listening text difficult. Brown and Yule (1983, as cited in Rai 1998, p.42) suggest four factors which are related with it. They are:

- i) The speaker
- ii) The listener
- iii) The content
- iv) Support

The first factor which makes the listening difficult is the speaker. If the number of the speakers is large, the conversation may be difficult to understand. Similarly, if the speaker is speaking too quickly, it also makes the listening difficult. In the same way, when the speakers talk about technical register/genre like science, medicine, law etc, the listener may not understand if those are new field for him.

The second affecting factor of listening is the listener. If the listener is participant, he may understand but if he is eavesdropper, he may not understand. Similarly, if

the listening text is according to the individual's interest in the subject, he can understand it otherwise he may not understand.

The third affecting factor is the content. The grammar, vocabulary used in the listening text, situation structure, and background knowledge etc make the listening difficult.

And the fourth affecting factor is support. If the listener does not get support like picture diagram or other visual aids to support the text, it makes listening difficult.

1.2 Review of the Related Literature

There are many researches which have been carried out to find the process of teaching of the English language. The topic selected for this study has already been touched by some researchers which are as follows:

Timilsina (2000) has carried out his research entitled "Effectiveness of recorded materials over conventional technique in teaching listening comprehension". The population of the study was the students of grade 9 of Jhapa district. The researcher taught the experimental group by using traditional techniques. The experimental group could not perform better. It may be so because recorded materials were quite new for the learners. They were never used to hearing recorded materials for the purpose of learning a language skill.

Aryal (2001) undertook a research entitled "A study on listening proficiency of grade ten students of Gorkha district". He wanted to find out the listening proficiency of the students while preparing for the S.L.C. examination and of the comparing their achievements in listening comprehension between seen and unseen texts. The findings of the study have been presented descriptively. No significant difference was seen in the performance of students between seen

text and unseen ones (in objective questions), though the students showed better proficiency in the seen text, the difference was insignificant, listening texts included lack varieties. The research has a direct bearing on language pedagogy.

Rana (2003) carried out a research work entitled "Listening abilities of the Nepalese learners of English" to determine whether or not the student can recognize and discriminate segmental sound units, number of syllables on words, etc. and to compare the listening abilities of the students. He found that the Nepalese learners of the PCL students of Indo-Aryan language background have excelled their Tibeto-Burman counterparts. The students have obtained remarkably more percentage in the test of segmental sound than non-segmental sound units.

Yadav (2004) carried out a research entitled "Problem in teaching oral skill in English". He attempted to find out the problems in teaching oral skill in class. Altogether twenty English teachers of secondary level and twenty groups of students were the informants for the study. The research work was restricted to Saptari district. The study emphasized the oral skill maximally. He listed the problems of physical facilities, limited amount of time, disinterest towards the oral skill, crowded classes and traditional method of teaching as the major problems.

Chapagain (2006) undertook a research entitled "Problems in teaching and learning listening skill". It was confined to lower secondary level of Surkhet district. He gathered primary data from 30 English teachers. He also observed 20 English classes. The researcher come to the conclusion that scarcity of instructional materials, large numbers of students, overuse of L₁, faulty examination system, dissatisfaction of the teachers towards the curriculum were the problems in teaching listening skill.

The present study is different from the above mentioned ones in the sense that none of them studied the process of teaching listening. This study is directly connected with the process of teaching listening at secondary level in Nawalparasi district. Though several studies have been carried out to find out the process in teaching listening, none of the above mentioned studies deal with the process of teaching listening of secondary level in Nawalparasi district. Thus, the research has been carried out from different perspective.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a. To find out process of teaching listening.
- b. To identify the major process of teaching listening.
- c. To list some pedagogical implications.

1.4 Significance of the Study

This study may be significant to all who are directly or indirectly involved in teaching and learning. Mainly, it is beneficial for the students, teachers, textbook, syllabus writers and other persons who are interested in this field. Mostly, it might be useful for all language teachers who are teaching listening.

Similarly, it is helpful for textbook and syllabus designers and experts in that they can be aware of the process on listening skill. The text book writers include the listening text that suit the level, interest and need of the learners of that level. It will help in the field of teaching and learning English as foreign language in secondary level.

CHAPTER - TWO

METHODOLOGY

The following methodology was adopted to carry out the study:

2.1 Source of Data

The aim of the study was to find out the process of teaching listening. In order to carry out this study the researcher used both primary and secondary sources of data.

2.1.1 Primary Source of Data

The required data of the study was collected from 20 different English teachers of secondary level schools in Nawalparasi district.

2.1.2 Secondary Source of data

In order to facilitate the study, the researcher used various materials related to the study i.e Underwood (1989), Rai (1998), NELTA Journal (vol.6), Sharma (2004) etc. teacher's guide and text book of secondary level.

2.2 Sampling Procedure

For collecting data, the researcher purposively selected 20 English teachers teaching in secondary level in Nawalparasi district. Two classes of each 20 teachers' were observed through purposive sampling procedure.

2.3 Tools of Data Collection

The researcher used two types of tools for the purpose of collecting data. They were questionnaire and class observation form (see Appendix-I for questionnaire and Appendix-II for class observation form).

a. Questionnaire

Researcher prepared questionnaire for the teachers. There were 21 questions. Among them 4 were open-ended and 17 were multiple choice. The questions for the teachers aimed at bringing the information related to problems in the process of teaching listening in secondary level.

b. Class Observation Form

The researcher visited different selected schools for the study. She requested one teacher from each of the 20 schools to teach listening skill and observed 2 classes of each teacher. Thus altogether 40 classes were observed. The researcher observed the process of teaching listening skill by using class observation form.

2.4 Process of Data Collection

Firstly, the researcher prepared the questionnaire for the teacher. She also prepared class observation form. She visited 20 different schools and consulted the head teacher. With the permission of head teachers, English teachers were requested to reply to the questionnaire. The researcher observed 40 classes of 20 teachers.

2.5 Limitations of the Study

The limitations of the study were as follows:

- 1) The research work was limited to Nawalparasi district only.
- 2) The study was only limited to secondary level school.
- 3) It was related to only listening skill taught in compulsory English.
- 4) The research work included only 20 schools and 40 classes.
- 5) Its main aim was to find out the process of teaching listening skill.
- 6) It was limited to government-aided schools.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter is the most important part of the study, which consist of all the main aspects of the collected data. The data which were collected by the researcher have systematically been presented using different figures and their description as well as interpretation.

3.1 Analysis of Data Obtained from Class Observation

In this section the researcher has analyzed the data obtained from class observation under different sub-headings.

3.1.1 Classroom Management and Activities

The researcher observed the 40 listening classes of 20 teachers. She observed the classroom management and the activities conducted in the classes. She found them as follows:

Table No. 1
Classroom management and activities

S.N	Management Area	Yes (in %)	No (in %)
1	Arrangement of bench and desk	55	45
2	Arrangement of student properly	50	50
3	Arrangement of teaching materials	60	40

As given in the table above, 55% of teachers manage the bench and desk properly against 45% teachers before playing cassette player. Fifty percent teachers did not manage the students properly but 50% teachers manage the

student properly before starting teaching listening. Sixty percent teachers managed the teaching materials which were related to teaching listening.

3.1.2 Motivation of the Students Before Starting Listening

In the process of teaching listening the teacher should motivate the students. The researcher found the following condition of motivation of the students before starting teaching listening.

Table No. 2
Motivation of the students before starting listening

S.N	Motivation of the students	Response (in %)
1	Showing pictures	15
2	Drawing the pictures on the blackboard	12
3	Asking questions from previous lesson	10
4	Singing a song	8
5	Telling jokes	10
6	Dancing	0
7	Ask to read the text	20
8	Playing game	15
9	No motivation	10

From the above table we can say that, 90% of the teachers motivate the class. Among them, 15% of the teachers motivated the students by showing picture related to the text. Twelve percent of the teacher motivated the class by drawing the pictures on the black board and 10% of the teachers motivated the students by asking the questions from previous lessons. Eight percent of the teachers motivated the class by singing a song, which is related to the text. Ten percent of the teachers motivated the class by telling jokes where as no teacher motivated by dancing. Twenty percent teachers motivated the students by asking them to read the text and 15% teachers motivated the class by playing game related to the text. Ten percent of the teachers do not motivate the class.

3.1.3 Pre-Listening Activities

After managing the class, teacher should motivate the students. After motivation the teacher should follow the pre-listening activities. The following figure shows the activities done by 20 teachers in pre-listening activities.

Table No. 3
Pre-listening activities

S.N	Activities	Response (in %)
1)	The teacher gives background information	20
2)	The student read something relevant	5
3)	The students looking at pictures	20
4)	Discussion of the topic and situation	25
5)	Question and answer session	20
6)	Written exercise	5
7)	No Pre-listening	5

From the given table, it is clear that 20% of the teachers give back ground information in pre listening activities. Five percent of the teachers asked students to read something relevant to the topic. Twenty percent of the teachers ask the students to look at the pictures and 25% of the teachers ask to discuss the topic and situation related to the text. Twenty percent of the teachers ask the question and answer about the text. Only 5% of the teachers asked the students to write the exercises related to the text. Most of the teachers do either one thing or another as pre-listening activities but 5% of the teachers did not do any activity in pre-listening activities.

3.1.4 While-Listening Activities

After the completion of the pre-listening activities the teacher should follow the while listening activities. Here the researcher had tried to find out the while-listening activities done by the teachers. The following table shows the activities done by 20 teachers in while listening activities.

Table No. 4
While listening activities

S.N	Activities	Response (in %)
1)	Putting pictures in order	10
2)	Checking items in pictures	15
3)	Matching pictures with what is heard	15
4)	Completing pictures	10
5)	Carrying out actions	0
6)	Picture drawing	5
7)	Following a route	0
8)	True/ false exercise	5
9)	Form/ chart completion	8
10)	Making lists	4
11)	Multiple choice question	14
12)	Gap filling exercise	12
13)	Predicting	0
14)	Seeking specific items of information	7

In the process of teaching listening, there are different activities in while-listening activities. Ten percent of the teachers asked the student to put the pictures in order and 10% of the teachers asked the student to check the items in the picture. Fifteen percent of the teachers asked students to match the pictures with what they heard. Five percent of the teachers asked to draw the

picture whereas 10% of the teachers asked to complete the pictures. No teacher asked to carry out actions, to follow a route and to predict. Five percent of the teachers asked to do true/false exercise whereas 8% of the teachers asked to complete forms and charts. Only 4% teacher asked to make a list and 12% of the teachers asked to fill in the gaps. Only 7% of the teachers asked the students to seek specific information. All teachers do either one thing or another as while-listening activities.

3.1.5 Post-Listening Activities

After while-listening activities, the teacher should follow post-listening activities. Here the researcher tried to find out the process of post listening activities done by the teachers.

Table No. 5
Post-listening activities

S.N.	Activities	Response (in %)
1	Form/chart completion	10
2	Extending lists	12
3	Sequencing/grading	13
4	Matching with a reading text	15
5	Extending notes into written responses	10
6	Summarizing	10
7	Problem solving	25
8	Role-play/simulation	0
9	Dictation	0
10	Identifying relationship between the speakers	5

In the process of teaching-listening, there are different activities which are useful in post-listening activities. Ten percent of the teachers asked the students

to complete the form and chart but 12% of the teachers asked to extend the lists related to the text. Thirteen percent of the teachers asked to the students sequence and grade the items of the exercise. Fifteen percent of the teachers asked to match with a reading text but 10% of the teachers asked to extend the notes into written responses. Ten percent of the teachers asked to summarize the related text whereas 25% of the teachers asked the students to solve the problems. No teacher asked the students to play the role and dictation but 5% of the teachers asked to identifying relationship between the speakers. All teachers do either one thing or another as post listening activities.

3.2 Analysis of Data Obtained from Questionnaires

In this section the researcher has tried to analyze the data obtained from questionnaires under different subheadings.

3.2.1 The Condition of Listening Materials

Here the researcher has tried to present the data about the listening materials found in 20 schools. For this, she has mentioned the name of school and used A for materials which were available and NA for those which were not available.

Table No. 6
Condition of listening materials

SN	Schools Name	Listening Text	Listening Cassettes	Tape Recorder	Elec- tricity	Battery
1	Shiva Secondary School	A	NA	A	A	NA
2	Gyanodaya Secondary School	A	A	A	A	A
3	Kalika Secondary School	A	NA	A	A	A
4	Sahidsmrit secondary school	A	A	A	NA	A
5	Nepal Rastriya S. School	A	NA	NA	NA	A
6	Janak Higher Secondary School	A	A	A	A	A
7	Kalika Higher Secondary School	A	A	A	A	NA
8	Laxmi Higher Secondary School	A	NA	A	A	NA
9	Pawan Secondary School	A	A	NA	A	NA
10	Raja Higher Secondary School	A	A	A	NA	A
11	Janata Higher Secondary School	A	A	A	A	NA
12	Nawajagaran Higher Secondary School	A	NA	A	A	NA
13	Dharmatma S.S.	NA	A	NA	NA	NA
14	Tribhuvan Higher S.S.	NA	NA	NA	NA	A
15	Devchuli Higher S.S.	A	A	NA	A	A
16	Ratna Rajya Laxmi Higher S.S.	A	A	A	A	A
17	Prithivi Secondary School	NA	NA	NA	NA	A
18	Bhimsen Higher Secondary School	A	A	A	A	A
19	Shanty Higher S.S.	A	A	NA	NA	NA
20	Janata Secondary School	NA	A	A		NA
Total		0NA 20A	9NA 11A	7NA 13A	7NA 13A	8NA 12A

From the above table regarding availability of listening materials in 20 secondary schools, it is clear that all schools had the facility of listening texts. Fifty five percent of the schools had the facility of listening to cassettes and 45 schools did not have such facility. Thirty-five percent schools had the tape recorder. That means only 65% schools had the facility of tape recorder and 65% schools had the facility of electricity. Sixty percent schools had the facility of battery where as 40% school had not facility of battery.

This makes obvious that the availability of teaching listening materials was very poor which caused a very serious problem for both teachers and students regarding teaching and learning skill.

3.2.2 Use of Teaching Materials

The researcher had tried to find out whether the teachers properly used the listening materials or not. In response to the question "Are the cassettes and cassettes player available in your school? The researcher had found the following responses:

Table No. 7

Teaching materials used by the teachers

S.N.	Teaching materials	Yes (in %)	No (in %)
1	Cassettes player	65	35
2	Listening cassettes	45	55

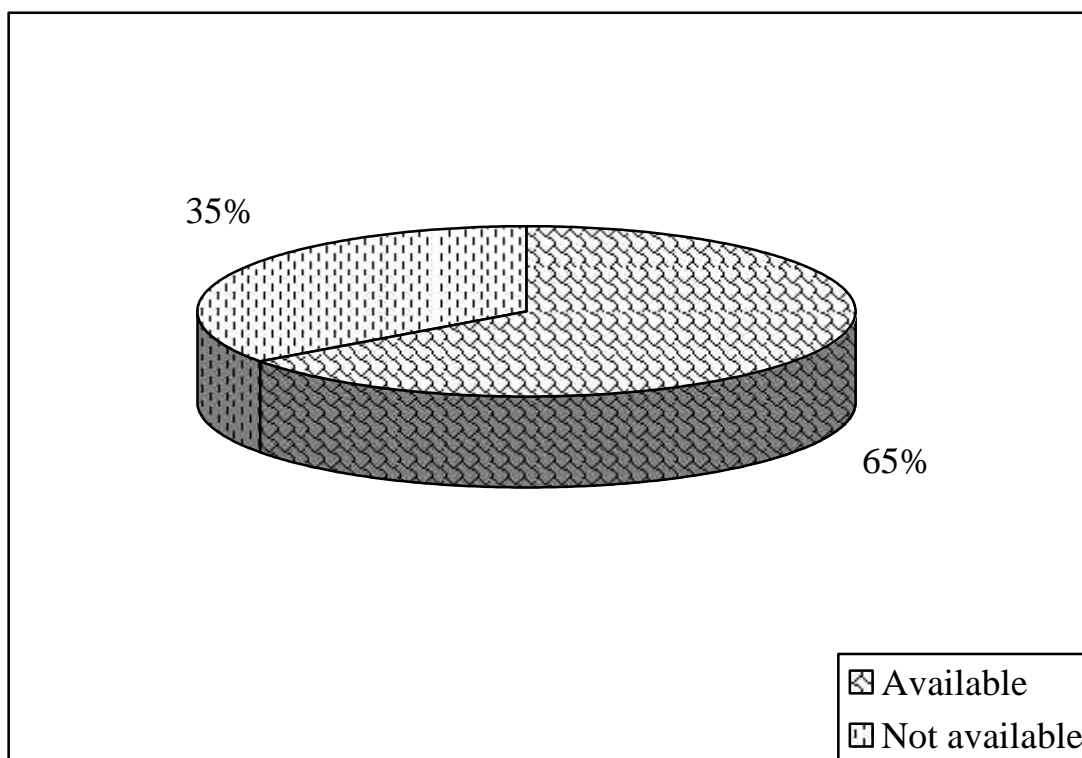
From the above given table, it is obvious that 65% schools had the facility of cassette player and 35% schools did not have such facility whereas only 45% schools had the listening cassettes available.

3.2.3 Availability of Electricity in the Classroom

The researcher tried to find out the availability of electricity in the classroom. In response to the question "Is electricity available in your classroom?" the researcher found the following.

Figure No. 1

Availability of electricity in the class room



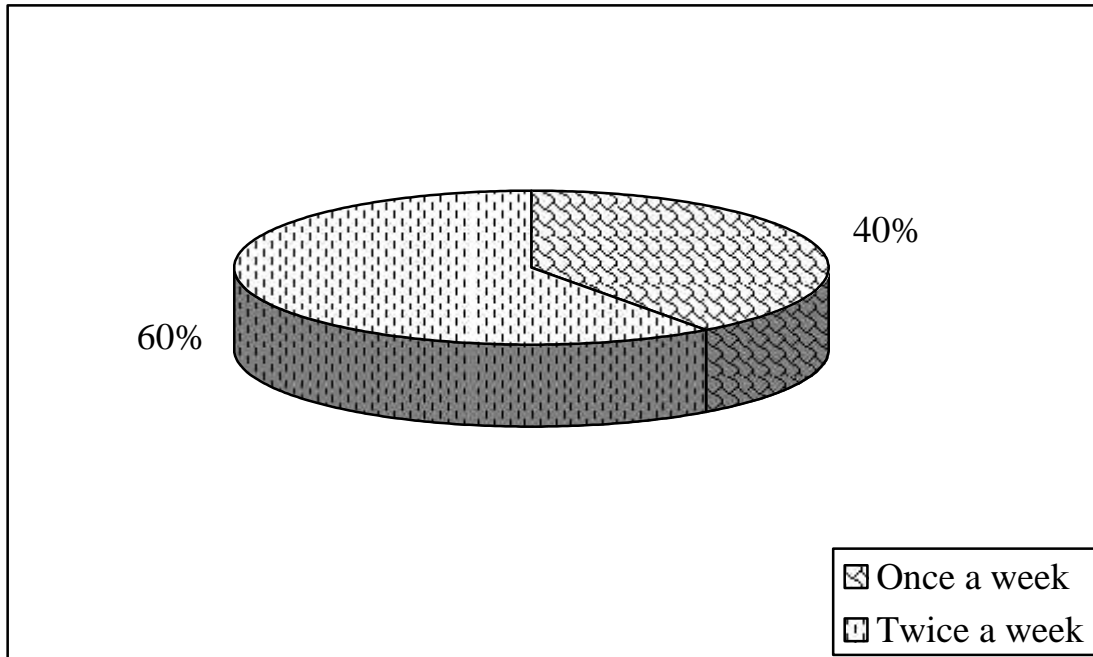
The above figure clarifies that only 65% of the classroom had electricity inside their classroom.

3.2.4 Time Investment for Teaching Listening in a Week

The time allocated for English subject in secondary level has been divided for the different language skills. But the researcher found that the English teachers were conducting their class giving different amount of time for teaching different English language skills. In response to the question "How much time do you invest for teaching listening skill in a week?", the researcher had found the following responses:

Figure No. 2

Time investment for the teaching, listening in a week



From the above figure, it is obvious that 60% teachers invest the time twice a week for teaching listening skill where as 40% teachers invest the time once a week for teaching listening skill.

3.2.5 Presenting the Recorded Materials

The researcher tried to find out how many times the teachers played the cassette player to present the text. In response the question "How many times do you repeat the listening text?", the researcher found the following responses.

Table No. 8
Presenting the recorded materials

S.N.	Number of repeating the text	Response (in %)
1	Two Times	5
2	Three Times	90
3	Four Times	5

From the above mentioned table it is clear that only 5% of the teachers repeat the text two times where as 90% teachers repeat the text three times but 5% teachers repeat the text four times.

3.2.6 Evaluation of the Listening Skill

For teaching listening skill the teacher should evaluate their students by using different items. So the researcher tried to find out the different items used for evaluating the listening skill. In response to the question "How do you evaluate the listening skill?", the researcher found the following responses:

Table No. 9
Style of evaluating listening skill

S.N.	Activities	Response (in %)
1	Asking the students to do exercise of textbook	35
2	Asking different question orally related to the listening text	25
3	Letting them ask each other	20
4	Others	20

From the above table it is clear that 35% teachers of different schools evaluated their students only by asking the students to do the exercises given textbook. Twenty five percent teachers evaluated the students only by asking different questions orally related to the listening text. Twenty percent teachers evaluated the students by letting them ask with each others and 20% teachers evaluated their students by using different sorts of activities.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

After the analysis of the data the researcher has come to list the following findings regarding the teaching and learning of listening skill in secondary level of Nawalparasi district.

4.1.1 Findings from Class Observation Form

1. Regarding the process of teaching listening, only 55% of the teachers managed the desks and benches properly but 45% teachers did not do so. Fifty percent teachers managed the students properly where as 50% teachers did not do so. Sixty percent teachers managed teaching materials well against 40% teachers who did not do so.
2. A total of 90% teachers motivated the students whereas 10% did not do so.
3. In pre-listening activities, 20% of the teachers gave background information. Five percent of the teachers asked to read something relevant to the topic. Twenty percent of the teachers asked the students to look at the pictures and 25% of the teachers asked to discuss the topic and situation related to the text. Twenty percent of the teachers asked the question and answer on the text. This makes obvious that most of the teachers were doing either one thing or another but 5% of the teachers did not do pre-listening activities.
4. In while-listening activities, ten percent of the teachers asked the students to put the pictures in order and 10% of the teachers asked the students to check the items in the picture. Fifteen percent of the teachers asked to

match the pictures with what they heard. Five percent of the teachers asked to draw the picture whereas 10% of the teachers asked to complete the pictures. No teacher asked to carry out actions and to follow a route and to predict. Five percent of the teachers asked to do the true/false exercise whereas 8% of the teachers asked to complete form and chart. Only 4% teachers asked to make a list and 12% of the teachers asked to fill in the gaps. Only 7% of the teachers asked to seek specific information.

5. In while-listening 10% of the teachers asked to complete the form and chart but 12% of the teachers asked to extend the lists related to the text. Thirteen percent of the teachers asked to make sequence and grade the items of the exercise. Fifteen percent of the teachers asked to match with a reading text but 10% of the teachers asked to extend the notes into written responses. Ten percent of the teachers asked to summarize the related text whereas 25% of the teachers asked the students to solve the problems.

4.1.2 Findings from the Questionnaire

1. It is found that only 65% schools have the facility of cassette player against 35% schools that did not have them. Forty-five percent of the schools had the facility of listening cassette whereas 55% of them did not have such facility.
2. Regarding the availability of electricity in the classroom, only 65% schools had it whereas 35% schools did not have such facility.
3. It has been found that 60% teachers invested twice a week for listening skill whereas 40% teachers taught it once a week.
4. Five percent teachers repeated the texts two times, 90% teachers repeated it 3 times and 5% teacher repeated it four times.
5. A total of 25% of teachers evaluated the students, listening ability by asking different questions orally. Twenty percent teachers evaluated their

students by letting them ask each other and 20 percent of them evaluated their students by other activities.

4.2 Recommendations

1. While teaching listening, the teacher should manage the class properly. The teacher should manage the benches and desks properly. The teacher should arrange the students in proper places and the teacher should manage teaching materials properly.
2. Teachers should motivate the class before starting teaching listening. Motivation plays the vital role to achieve the objectives of teaching.
3. While teaching listening, the teachers should follow pre-listening activities first. Teacher should distribute the questions to the students.
4. In while-listening activities teachers should make the students ready to listen to the text and play the cassette. Teachers should play the cassettes 3 times.
5. After completing while-listening, the teacher should follow post-listening activities. In this process they should collect answer sheets and give feedback, repeat the difficult pronunciation and words.
6. Every school must have at least listening cassettes, tape recorder, teacher's guide, listening text and battery. The school should manage these materials.
7. The teacher should use the listening materials i.e. cassettes and cassette player properly. If the students get practice through them they develop the listening skill.
8. It is said that language cannot be learnt unless it is used. Therefore, the medium of the instruction should be English for teaching and learning the English language. The teachers should be experienced and skillful to create the suitable environment for using language.

9. Listening test should be compulsory for the students of every class in their terminal as well as final examination.
10. The texts given for the listening to the secondary level should match with their level, age and interest. The texts having daily used language functions should be included.
11. The school administration and the community should manage at least minimum physical facilities for teaching purpose.
12. The listening activities should be related more with the speaking skill. It helps to develop the communicative competence of the students.
13. It is better to provide sign-post questions that help the teachers to motivate the students. Students listen carefully to find the key information to answer such questions.
14. The teacher should follow the different stages of teaching listening skills and their activities.
15. The textbook should include more exercises for this skill.
16. All the language teachers should follow the teacher's guide properly.

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APPENDIX - I

QUESTIONNAIRE

Teachers Name:

School's Name and Address:

Please read the following Questions and answer them with reference to your school and students.

1. Which language skill is important?
 - a. Listening
 - b. Speaking,
 - c. Reading
 - d. Writing
 - e. All of them
2. Is electricity available in your classroom?
 - a. Yes
 - b. No
3. Is cassette player available in your school?
 - a. Yes
 - b. No
4. Are there cassettes of listening texts in your school?
 - a. Yes
 - b. No
5. How often do you use the teacher's guide for teaching listening skill?
 - a) Once a week
 - b) Twice a week
 - c) Thrice a week
6. How much time do you invest for teaching listening skill in a week?
 - a. Two times
 - b. Three times
 - c. Four times
7. What different materials do you use while teaching skill?
 - a. Cassette player
 - b. Teacher's voice
 - c. Both of them
8. Do you use native language while teaching English in your classroom?
 - a. Yes
 - b. No
9. Do you ask your Students listening text in your classroom?
 - a. Yes
 - b. No
10. Do you provide your pupils the sign-post questions first?
 - a. Yes
 - b. No

11. Do you take your Students listening test in the final examination?
 - a. Yes
 - b. No
12. How many times do you repeat the listening text?
 - a. Two times
 - b. Three times
 - c. Four times
13. Is teachers' voice good for teaching listening?
 - a. Yes
 - b. No
14. Are you satisfied with the text of listening skill which is given in your textbook?
 - a. Yes
 - b. No
15. If not, what types of other texts should be added there?
 - a.
 - b.
 - c.
 - d.
16. What do you suggest to make listening easier?
 - a.
 - b.
 - c.
 - d.
17. What kind of questions do you use in listening?
 - a)
 - b)
 - c)
 - d)
18. Can all the students hear the text clearly?
 - a. Yes
 - b. No
19. Is there English environment in your School?
 - a. Yes
 - b. No
20. How do you evaluate the listening skill?
 - a. Asking the students to do the exercise of textbook.
 - b. Asking different questions orally related to the listening text.
 - c. Letting them ask each other
 - d. Others
21. What problems do you face to use them?
 - a.
 - b.
 - c.
 - d.

Appendix II

Class Observation Form

Teacher's Name:

School:

Researcher will observe the class on the basis of the following points.

1) Management of the classroom before starting teaching listening.

S.N	Management area	yes	No
1)	Management of desk and bench		
2)	Management of the students		
3)	Management of teaching materials		

2) Motivation of the students before starting listening.

S.N	Motivates the students	Yes	No
1)	showing pictures related to the text		
2)	Drawing the pictures on the blackboard		
3)	Asking the pictures		
4)	Singing a song		
5)	Telling jokes		
6)	Dancing		
7)	ask to read the text		
8)	Playing game		

3) Pre-listening activities done by the teachers

S.N	Pre-listening activities	Yes	No
1)	The teacher giving background information		
2)	The student reading something relevant		
3)	the students looking at pictures		
4)	Discussing of the topic and situation		
5)	A question and answer session		

6)	Written exercises		
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4) While listening activities done by the teachers

S.N	While listening activities	Yes	No
1)	Pictures in order		
2)	Checking items in pictures		
3)	Matching pictures with what is heard		
4)	Completing pictures		
5)	Carrying out actions		
6)	Picture drawing		
7)	Following a route		
8)	True/ false exercise		
9)	Form/ chart completion		
10)	Making lists		
11)	Multiple choice questions		
12)	Gap filling exercises		
13)	Predicting		
14)	Seeking specific items of information		

5) Post-listening activities done by teachers

S.N	Post-listening activities	Yes	No
1)	Form/chart completion		
2)	Extending lists		
3)	Sequencing/grading		
4)	Matching with a reading text		
5)	Extending notes into written responses		
6)	Summarizing		
7)	Problem solving		
8)	Role play/ simulations		
9)	Dictation		

10)	Identifying relationship between the speakers		
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