

CHAPTER ONE

INTRODUCTION

This present study entitled “**Strategies Used in Teaching and Learning Listening**” consists of information about the background to the study including related literature, the objectives and the significance of the study with the methodology of the study.

1.1 General Background

Listening plays a vital role in daily lives. People listen for different purposes such as entertainment, academic purposes or obtaining necessary information. As for foreign language learning listening is an important aspect as it provides the language input. Cross (1998) states, “Without understanding input appropriately, learner cannot get any improvement, in addition, without listening skill, no communication can be achieved” (p.12). Language learners who learn English as a foreign language, as in Nepal, in a non-native setting face difficulties to acquire good listening skill.

Language plays a key role in any aspects of life. Without language the world would be vacuum and not in this existence. It is a system of signs for encoding and decoding information. Language is not end in itself but it is a means of communication. Language is the fundamental means of human communication to express feeling, opinion and emotion which is surrounding by social norms and value. Communication system is thought to be fundamentally different from and of much higher complexity than those of other species. It is based on the complex system of rules relating symbols to their meanings resulting in an indefinite number of possible utterances from a finite number of elements.

Language is the system of communication in speech and writing that is used by people of a particular country or area. Crystal (2003) defines language as "the abstract system underlined the collection of totality of a speech / Writing / behaviour of a community of the knowledge of the system by an individual" (p.

255). It shows that language is for exchanging ideas standing with society. That is why, language is the system of human communication by means of structured arrangement of sounds to form larger units.

Every human being is connected with at least one language for his or her own life that is called mother tongue. S/he begins to acquire language in babyhood. Language plays a significant role in shaping and modifying the way of life of the people in the society. In every step of life, language is important like eating food, playing game, etc. All languages are equal in terms of communication no language is superior or inferior. However, some languages play a dominant role in the society that language become medium for a large number of population. Such language becomes the common language of the world people who do not have the same mother tongue to communicate. In present status, English language has become the most dominant medium of communication in all over the world. "The late twentieth century has been called the age of communication" (Wallace, 2010, p.1). So, in this communication era, English language has become the lingua franca of the world. Later, language teaching and learning has been emerged as the important need for this global village. English is an international language and global language. In technical fields, politics, commerce, educational sectors and other important fields English has become mostly used language.

English language learning is not a simple task. It is a challenging job for EFL/ESL learners to learn English. The fact is that learning a language involves not only knowing the system, i.e., knowledge of grammar and vocabulary, etc. but it also requires developing the language skills. Language learning involves four language learning skills viz. listening and reading are receptive skills, and speaking and writing are the productive skills. So, learner encodes the message through receptive skills. In other way speaking and writing are productive skills. Learners decode the message through these two skills. That is why, the combination of these all skills is called learning language.

Speaking and writing involves language production. Therefore, they are often referred to as productive skills. On the other hand, listening and reading involve receiving message and they are receptive skills. Two skills, speaking and writing are productive skills; and listening and reading are receptive skills. Harmer (2008) states, “When we are engaged in conversation, we are bound to listen as well as speak because otherwise we could not interact with the person we are speaking to” (p.265). Anyway we cannot separate the listening skill from other skills because one of which would be incomplete for learning a language.

Teaching listening is almost ignored in secondary or high school level in Nepal. This results in poor listening skill when they become English major in their higher studies. As compared with other language skill, listening is considered the most challenging subject and neglecting skill. Therefore low scores in listening are unavoidable. It makes the learners poor in learning a language because listening is a basic skill.

1.1.1 Teaching Language Skills

Language is the means of human communication. Skill refers to the ability to do something well. In case of language learning and teaching, skills are the foci to develop communicative competence of the learners. It refers to the ways (modes or manners) of using language. Howatt and Dakin (1974 as cited in Luchini and Arguella 2009) write, “Listening is the ability to identify and understand what others are saying. This involves understandings of a speaker’s accent, pronunciation, his grammar, vocabulary and grasping the meaning” (p.323). Listening, speaking, reading and writing are called the four language skills. Learning a language means to be able to listen to the language, to speak the language, to read the language and to write the language. It means to communicate each other by using different types of communicative means. So, learning a language means integration of these four skills for communication.

When a child is born, he hears other people speaking and tries to speak what he hears. Then he goes to read and write. So, Listening Speaking Reading Writing are stepwise natural order of language skills. This clearly shows that listening is the primary skill for learning and acquiring the language. At the time of teaching and learning language skills, we should consider about these natural order. Harmer (2008, p.265) states, "Speaking and writing involve language production so that they are often referred to as productive skills. Listening and reading on the other hand, involve receiving messages and they are often referred to as receptive skill". Among these four skills, listening and reading are receptive whereas speaking and writing are the productive skills. If we divide them according to the natural order of language learning, listening and speaking are primary skills and reading and writing are secondary skills because every human starts to listen and speak the first in their life. Reading and writing occur as the second process in the order of the learning of the language skills. Therefore, teaching language skills means not only limited on either skill. It should be in balanced way to learn a language with equal emphasis of four language skills.

1.1.2 Teaching Listening Skills

Generally, listening refers to something hearing through ears. Many people think that listening and hearing are same things. But, there is distinction between hearing the word and listening to the message. Hearing is only receiving the sounds whereas listening involves various processes including hearing. Listening needs to various sub-skills. Hedge (2008) states, "In the ELT, listening skill has been referred to as a skill 'taken for granted or overlooked'" (p. 229). When we listen carefully we understand what other want to convey through our own perspective. A listener receives analyses and interprets the oral signal and tries to respond in the spoken form. The two aspects of listening skill involve listening perception and listening comprehension.

Listening perception is the ability of recognition and understanding the messages or information. It requires a listener to detect different kinds of acoustic signals and judge differences between them. Simply saying, listening perception is the ability to recognize and discriminate between contrasting sounds and combination of sounds. Listening comprehension is the power of deeper understanding and the meaning of written or spoken language.

Many scholars have explained the fact about listening. Underwood (1989) defines listening as “the activity of paying attention to and trying to get meaning from something we hear” (p.1). Listening is an activity of information processing in which the listener is involved in a two way communication.

These definitions show that listening is not accepted as passive skill. It also seeks to demand a considerable efforts and deliberate learning. Hearing is only the first step to listening. Listening is a challenging task that involves understanding the speakers' accent, grammar, vocabulary, etc. It is said that we have two ears for listening because listening is twice as hard as speaking. Teaching listening skill is one of the most challenging tasks for any EFL teacher. It also depends on class size, supportive electronic devices. Teaching and learning listening become successful only when the teacher and learners do lots of practices. Anderson and Lynch (1998, p.74) explained the components of listening skills in this way;

-) 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.

Likewise, Jackman and McDowell (1999, p.67 in Underwood) point out:

-) Listening for specific information
-) Identifying details

-) Identifying main ideas
-) Seeing beyond the surface meaning
-) Being aware of stress, rhythm and intonations

Listening is input of speaking and it constructs the actual framework for responses. So, listening depends on way of speaking and it is contextual.

Likewise, Galvin (as cited in Underwood, 1989, p.9) lists five main reasons for listening. They are as follows:

-) To engage in social rituals
-) To exchange information
-) To exert control
-) To share feeling
-) To enjoy yourself

Most listening occurs in the course of conversation. Conversation switches with participant and becomes alternatively speaker and listener. Munby (1978, p.123) identified sub- skills of listening as follows:

-) Discriminating sounds in isolated word forms
-) Discriminating sounds in connected speech
-) Discriminating stress patterns within word
-) Recognizing variation in stress in connected speech
-) Recognizing the use of stress in the connected speech
-) Understanding intonation patterns
-) Interpreting attitudinal meaning through variation of tone

Listening ability is one of the important skills in foreign language learning.

Among four language skills, researches show that listening skill is employed most frequently. Therefore, strategies for listening and the ability to use them effectively are particularly significant in language learning.

1.1.3 Types of Listening

Different scholars have made attempts to show the different types of listening. Anderson and Lynch (1988,p.122) divide listening as reciprocal listening and non reciprocal listening. Reciprocal listening provides the opportunity to interact with each other and negotiate the meaning. It is a two way process of conveying message e.g. interview, conversation, etc. But, in non- reciprocal listening, listener only listens or gains from one source e.g. listen to the radio, watching game, watching T.V. etc.

Likewise, Doff (1995, p.199) describes two way of listening in real life. They are casual listening and focused listening. The former is that sometimes we listen not paying so attention because of not making particular purpose in the mind e.g. listening to the radio while doing some housework, chatting to a friend, etc. But in focused listening, listener listens for a particular purpose or to find out information that listener needs to know e.g. listening to a piece of important news on the radio, listening to someone explaining how to listen to someone explaining how to operate a machine. In these situations, we listen much more closely which is important to make a gist of particular information.

Harmer (2008, pp.303-305) discusses other different types of listening: they include extensive listening and intensive listening. The former takes place outside the classroom. In extensive listening listener listens something in relax way, without depth focus or much concentrating on every word. The listener follows the pleasure principle to listen to the text or music or the broadcast. Listening to an interesting program on the radio is its example. Listener does not feel difficulty on extensive listening. In extensive listening listener does not have to do any language work but have the satisfaction of listening and understand any worth subject matter. But, in intensive listening, the listeners get more detailed understanding of some segments of the text. It is the process of guessing the meaning of a word or phrase in the context. Harmer (2008, p.230) includes reading aloud, storytelling, interviews and conversations are involved in intensive listening. In these activities, task must be played or read

several times unless students grasp the content. So, it is done for deep understanding of the content and vocabulary of the text.

1.1.4 Learning Strategies

The word strategy came from the ancient Greek word *strategia*, which means steps or actions taken for the purpose of winning a war. The warlike meaning of *strategia* has fortunately fallen away, but the control and goal directedness remain in the modern version of the word in language teaching (Oxford, 1990 as cited in Oxford 2003, p.8). Direct instruction is a method based on a systematic curriculum design and highly structured, fast-paced in which students actively participates in learning. On the contrary, another method is known as learning strategies instruction, which is designed to teach a student specific learning skills, such as strategies to enhance memorization or problem-solving skills. Brown (2000) defines learning strategies as “relate to – to input processing, storage and retrieval, that is, to taken in message from the other” (p. 123). Teachers may also help students to work around individual learning disorders. This means teacher can help to the learners to develop their learning through positive and effective strategies. For example, teachers may allow a student with memory problems to use a tape recorder to dictate notes and record class lectures.

Any strategy is neither good nor bad; it is essentially neutral until the context of its use is thoroughly considered. Thus applying a strategy is an essential factor to consider the effective learning. It is context sensitive and situation specific and learners oriented.

A strategy is useful if the following conditions are present: (a) the strategy relates well to the L2 task at hand, (b) the strategy fits the particular student’s learning style preferences to one degree or another, and (c) the student employs the strategy effectively and links it with other relevant strategies. Learning strategies can also enable students to

become more independent, autonomous, lifelong learners (Allwright, 1990; Little, 1991 as cited in Oxford 2003 p.9).

Skilled teachers help their students develop an awareness of learning strategies and enable them to use a wider range of appropriate strategies. This means teacher can benefit from an understanding of what makes learner successful and unsuccessful and establish the classroom atmosphere positive. Strategic teaching leads the teacher to reach the goal of teaching students. For example, the teacher could use strategies such as skimming for the main points, reading carefully for supporting details, keeping a notebook for L2 scientific vocabulary, using the dictionary to look up difficult words, guessing the meaning of words from the context, active listener for teaching listening and making a written outline or summary if needed. There are six major groups of L2 learning strategies have been identified by Oxford (1990). Alternative taxonomies have been offered by O'Malley and Chamot (1990) and others (as cited in Oxford 2003, p. 12). The L2 learning strategies given by oxford are given below.

-) Cognitive strategies
-) Metacognitive strategies
-) Memory-related strategies
-) Compensatory strategies
-) Affective strategies
-) Social

1.1.4.1 Stages and Strategies of Teaching Listening

Preparing an appropriate listening material for teaching listening does not guarantee the success in developing listening skills unless the teacher uses them in a certain procedure / framework. That is why, it is found that every teacher follows the certain stages in teaching listening skill. Teacher should be prepared well before teaching listening. Underwood (1989, pp. 33-38) describes the following stages of the teaching listening.

a. Pre - listening Stage

Pre – listening stage is a preparatory stage which is done before the actual listening begins. In this stage, the teacher conducts some warm-up activities. It arouses the students' interest and curiosity about what they are going to listen. Pre- listening activities develop students' predictive skills. Following Underwood (1989, p.33), before listening students should be 'turned- in' so that they know what to expect, both in general and for particular tasks. It shows that there is the importance of pre- listening activities before teaching listening in the classroom. Pre- listening activities help the students to guess the meaning or theme of text. There are some activities which can be conducted in classroom before actual teaching.

-) Giving background information
-) Discussing the topics and situation
-) Question answer activities
-) Some written exercises relevant to the topic
-) Giving cultural background
-) Following instruction for the while listening activities

To conduct pre- listening activities, the teachers should be prepared well for actual teaching. For this, sufficient time and materials should be managed by the teachers. It depends on class size and students' target language proficiency.

b. While- listening Stage

While-listening stage is actual listening stage in which students do activities directed by teacher. In while-listening stage, the teacher presents the designed listening tasks. Then students listen to the text and perform the given task on the basis of their comprehension and students manage the tasks by understanding the context. These tasks may be filling the gaps, question-answer and information gap activities. Students practice the task and teacher facilitates by commenting and praising them. Underwood (1989, p.35) suggested that putting pictures in order, checking items in pictures, matching

pictures, completing pictures, carrying out actions, drawing pictures, multiple choice questions, gap filling exercise, predicting and seeking information are the activities which are involved in while listening stage.

Teacher should focus on shorter listening text than the reading text. Classroom environment and context are the considerations for successful listening. It means if the classes become noisy, students may not listen to the texts. The listening text should be played enough times because students may not clearly understand the theme if they are played once.

c. Post- listening Stage

Post-listening stage is the last stage of listening comprehension which is also called follow up activity. Sharing and reflecting the information is done in this stage. it takes longer time than the pre-listening stage because students have time to think, to discuss and to write in post-listening stage. It is also taken as summarizing or output stage. Teacher and students find out the result in the post- listening stage.

Underwood (1989, p.36) explained that the form/ chart completion, extending lists, sequencing/grading, matching with a reading text, extending notes to a written responses, summarizing, problem solving, identifying/simulations and dictation are the activities that are involved in post-listening stage. Such activities are done in the classroom with the help of teacher or students' own pace. Hence, it is an output stage of teaching listening in the classroom.

Underwood (1989, p. 37) summarizes the three stages of teaching listening as:

Stages	Purposes	Teacher's Activities
Pre-listening	<ul style="list-style-type: none">) To warm up /motivate) To establish background knowledge / context) To provide a listening purpose) To get students prepare 	<ul style="list-style-type: none">) Introducing the topic) Asking few questions related to the topic / letting them discuss) Asking students to predict what they are going to listen) Teaching key words in context) Checking if students are relaxed) Setting a task and letting them read) Giving clear instruction on how to perform the task
While-listening	<ul style="list-style-type: none">) To get students manage a task by understanding the context) To check understanding) To share and reflect information 	<ul style="list-style-type: none">) Reading or playing the text according to the students level) Observing and guiding students) Allowing them time to try their best) Making them aware that they can interrupt and ask) Letting students discuss and reflect their answers) Giving feedback
Post-listening	<ul style="list-style-type: none">) To relate experience to text) To integrate the with the other skills) To make analysis of language forms 	<ul style="list-style-type: none">) Providing a related task) Checking students work) Teaching some language items in the listening text

The learners can become actively involved in controlling their own learning. Vandergrift (1999 as cited in Jou 2001) shows, “Strategy development is important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses” (p.5). Strategy training can be effective for integrative language tasks. She said that in listening strategy three main types of strategies are included. They are metacognitive, cognitive and social strategies. The metacognitive strategy is a kind of self-regulated learning. It includes the attempt to plan, check, monitor, select, revise, and evaluate, etc. For example, for metacognitive planning

strategies, learners clarify the objectives of an anticipated listening task. Generally, it can be discussed through pre-listening planning strategies, while-listening monitoring strategies, and post-listening evaluation strategies. Following Oxford (as cited in Brown 2001,p.132) argues that the cognitive strategies are related to comprehending and storing input in working memory or long-term memory for later retrieval. They are investigated from the aspects of bottom-up strategies, top-down strategies. Comprehension begins with the received data that is analyzed as successive levels of organization-sounds, words, as a process of decoding in bottom up strategies. On the other hand, top-down processing goes from meaning to language. Learners can try to predict on the basis of their listening. Scholars believed that the listeners not only utilized bottom-up but also top-down processing models in course of listening. This indicates the effects of metacognitive and cognitive strategy in the instructions on the listening.

Vandergrift (1999 as cited in Jou 2001, p. 12) defines social/affectived strategies as the techniques listeners used to collaborate with others, to verify understanding or to lower anxiety. Oxford (as cited in Brown 2001,p. 126) views that socio-affective strategies are non-academic in nature. They involve stimulating learning through establishing a level of empathy between the instructor and students. They included considering factors such as emotions and attitudes. It was essential for listeners to know how to reduce the anxiety, feel confident in doing listening tasks, and promote personal motivation in improving listening competence. These four strategies management strategies, social strategies, cognitive strategies and affective strategies in listening comprehension help to promote the comprehension.

1.1.5 Listening Materials

It is accepted that there are some problematic situations for the access of listening materials mostly in public schools. Teaching listening communicatively cannot be carried out if there is lack of communicative

materials. Teachers think that it is difficult to teach without listening material (i.e. tape recorder, projector, etc.) in the classroom to deal with listening task. So, they may feel difficult to teach listening exercise. The materials that can be used in teaching listening are as follows.

1.1.5.1 Authentic Materials Vs. Non- authentic Materials

Richards (2010) define authentic materials as “texts which are taken from newspapers, magazines, etc., and tapes of natural speech taken from ordinary radio or television programs, etc. are called authentic materials" (p.252).

Through authentic materials learners learn in a natural way and the listener are involved in real life situation like conversation. Texts extracted from the radio programs, T.V. programs and speeches of different personalities are the example of authentic materials. Underwood (1989, p.35) has explained the following features of authentic materials.

-) Natural rhythm, intonation, pronunciation
-) Normal rate of delivery
-) Natural , unstructured language
-) Incomplete sentences, hesitations
-) Background voices
-) Natural starts and stops
-) Interpretation

Authentic material allows the students to hear much more real act of communication with all the interactional features. It gives them representation of real spontaneous speech with some hesitations and mistakes which make them cope with real life speech in learning situation. If there is lack of naturalness and spontaneity of ordinary speech, this is taken as non- authentic materials. It is designed for some specific pedagogic purposes. Underwood (1989, p.36) says that any text is authentic if it is produced in response to real life communication. He also points out more features of non-authentic materials. They include unnatural rhythm, intonation, over- clear

communication, and little overlap between speakers, slow (and perhaps monotonous) delivery and structured language.

1.1.5.2 Live Vs Recorded Materials

Live materials are those materials which are presented by teacher and students listen to their teacher and make interaction to each other. It may be radio or television broadcasts from the place of actual happening. It is effective for real life situation and to get authentic English language. Recorded materials are those materials which are used as reference. Audio, video, tapes are good examples of recorded materials. It gives a variety of listening experiences. Students get opportunity to listen native speaker's language in recorded materials if they are recorded. Recordings can be played several times. Both materials are useful for our classroom purposes.

1.1.6 Importance of Listening Skill

Listening is a primary skill. It is reciprocal skill in which most of cases essentially involves speaking as well. Without production of sound, listening cannot be possible and it is contextual. However, there are situations like listening to lectures, radio broadcasts and TV programs or listen to the music, etc. The important reason for including listening in the curriculum is its relationship with speaking. Without being able to listen and understand, it is impossible to take part in the conversations. This is perhaps best reflected in beginning, students who often have difficulties on answering simple wh-questions or other questions correctly because they have failed to aurally comprehend the question.

There are a variety of factors that affect listening comprehension. Yan (2006 as cited in Jou 2001, p.3) states that experts classified them into linguistic factors and non-linguistic ones. For Linguistic factors, they include pronunciation, vocabulary, pattern drills, while the psychological, physiological, cultural factors are the non-linguistic ones. For example, for pronunciation, many

people who come from different countries speak English as their second language. They have particular English accent influenced by their mother tongue which is hard for people to imitate. With reading and listening, especially in large classes in the situation of public school, it is very difficult for a teacher to judge how much each student has tried to do on his or her own and, more importantly, what level of success has been achieved. Listening skill is importance in any aspect of life.

Researchers showed that strategies and the ability to use them effectively were particularly important in foreign language listening. Yen (1987 as cited in Jou, 2001, p.3) did a research on the listening-comprehension ability of English majoring students. It implied that proficient listeners were good at monitoring their listening process. Active listeners are more aware of the strategies and used them flexibly and effectively while listening in their context.

1.2 Review of Related Literature

Many researches are available on second-language listening comprehension. There are some insights about the process of listening and the way it is learnt is in comparison with other skills. Richards (2010, p.189) states that there is little direct research on second language listening comprehension. In our context very few research has been carried out in this field. This skill is also neglected in teaching in the classroom too. I am doing this research not to help students and teachers in our school for better teaching listening and learning listening. This study provides information of previous research and other related literature on professional development. The aim of reviewing the previous researches and literature is to explore what has already been done before and what is left to be done in the very realm.

Arayl (2001) carried out a research on “Listening Proficiency of Grade Eight Students”. His main objective of the study was to investigate listening proficiency of eighth graders. He used test and questionnaire as the tools for data collection. He found that listening proficiency of the students was better in

the 'seen text' than 'unseen text'. He further found that there was a significance difference in performance of the students.

Rana (2002) carried out a research entitled "Listening Ability of the Nepalese Learners of English" to determine and discriminate sound and ability of the students in different institutes, faculties levels and linguistic background. He compared the abilities of different levels of the learner's level, linguistic background, faculties and different institutions by using test as tools for the data collection. In his quantitative research, he found that the listening abilities of the Nepalese learners of English were various in which the listening abilities of the engineering students were the highest i.e. 87.01 per cent of the total informants.

Beck (2007) carried out the research entitled "Developing for Lecture Comprehension in Teaching Listening". His main objective of the study was to find out the developments of for lecturer comprehension for listening in teaching listening in ESL context. In his qualitative research, he used multi-method approach and questionnaire, observation, interview, test and focus group discussion as tools for data collection. He found that organizational feature for inclusion was guided by related L2 listening skill development and academic lecture comprehension. He further found that starting point with some carrier content to determine its real content and carrier content of the course were the basic and materials development model for lecture comprehension.

Sharma (2010) conducted a research entitled "Listening Proficiency of Grade Nine Students" to find out listening proficiency of the 9th graders in Parbat district and to compare the performances of the students in terms of school and genders. He employed oral test and questionnaire as tools for data collection to accomplish his study. His quantitative study focused on students' proficiency. He found that students' listening proficiency of private and government aided school were 75.76 per cent and 56.64 per cent respectively. He further found

that the female students were more proficient than the male students in both type schools.

The above mentioned research works are related to proficiency and ability of learners and listening skill in language teaching and learning but they are not related to teacher's endeavours of practices in teaching listening and student related problem in teaching and learning listening skill. According to my knowledge, much research work has been carried out on language skills but not practices of teaching listening and student related problems in teaching and learning listening. So, this was only my attempt to study teaching and learning listening in secondary level. That is why, this study is different from others studies.

1.3 Objectives of the Study

The present study had the following objectives:

- i. To analyze strategies in teaching listening in secondary level.
- ii. To find out learners' strategies and problems in learning listening.
- iii. To suggest some pedagogical implications of the study.

1.4 Significance of the Study

The study mainly concerns with the teacher's practices in teaching listening practices and beliefs about listening texts given in secondary level English courses. So, I hope this study is beneficial for all people who are interested in teaching and learning the English language and particularly to the language teachers, teacher trainers and the persons who are interested in carrying out research on different aspects of teaching listening. Especially, the study is useful for language teachers in that they can find some useful way to teach listening texts in their classroom teaching. It is equally useful for teacher trainers because they can develop their beliefs and change their practices of training being familiar with the teachers' needs and wants to face their challenges in their real teaching life. This study is useful to the material writers,

course developers and curriculum designers to understand the actual grounded needs of teacher in our context. Furthermore, ELT manager can be benefitted from this study knowing the teachers' teaching situation in teaching listening because listening is one of the primary activities for learning a language as a whole.

CHAPTER TWO

METHODOLOGY

This study investigated the EFL teachers' practices of teaching listening skills which is very helpful for EFL teaching context. So, to accomplish the objectives of the study, I adopted the following methodologies;

2.1 Sources of Data

The data were collected from both primary and secondary sources.

2.1.1 Primary Sources of Data

Primary data were collected from secondary level English teachers and students of Tanahun district.

2.1.2 Secondary Sources of Data

For making theoretical backup, I consulted Munby (1978) Underwood (1989) , Morley (1991), Littlewood (1991), Brown (1992), Hughes (1995), Ur (1996), Cross (1998), Hasan (2000), Jou (2001), Kumar (2005), Hedge (2008), Harmer (2008), Larshen-Freeman (2010), Richards (2010), various articles, journals, internet related material to the present study.

2.2 Population of the Study

The population of this study were the teachers and students who were teaching and learning English respectively at secondary level.

2.3 Sampling Procedure

Ten schools (both government aided and private) were selected by using purposive sampling procedure for this study. Four students from each school were selected from class10 by using random sampling procedure.

2.4 Tools for Data Collection

Regarding the use of tools for data collection, I used questionnaire and observation checklist. Both closed and open ended questions were administered to collect the data. Different questionnaire were administered to the teachers to find out their activities for practices of teaching listening in secondary school and to the students to find out the problems and strategies used in learning listening. Questionnaire for teachers were helpful to obtain the data for the first objective; and questionnaire for students were helpful to obtain the data for the second objective. The observation checklist was used while observing the classes of the teachers to find teachers strategies of teaching listening and problems in learning listening.

2.5 Processes of Data Collection

The following processes were used in order to collect the primary data.

-) I went to the selected schools and I explained the purpose of the study to the administrators.
-) I asked for permission to the administrators for the data collection to my study.
-) I met the selected teachers and asked for the permission describing purposes and procedures of the data collection of the study.
-) Likewise, I met the selected students and described the purposes and procedures of the data collection.
-) I distributed the questionnaires to the selected teachers and students.
-) I asked for permission for classroom observation with the selected teachers.
-) Three classes of each teacher were observed.
-) I collected the questionnaire form from them.

2.6 Limitations of the Study

This study had the following limitations:

-) This study was limited to 10 schools of Tanahun district.
-) It was limited to 10 English teachers and 40 students as primary sources of data.
-) This study was limited to secondary level teachers of English and students.
-) This study was limited to the teachers' endeavours for teaching listening and learners' practices of learning listening with their problems of learning listening.
-) The study was limited to questionnaire and observation as the tools for the data collection.
-) Only, 10 questions for teachers and 40 questions for students were administered.
-) Only, 30 classes of 10 teachers were observed.
-) Only the strategies of teaching and learning listening activities of the teachers and learners were focused.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of the data on the basis of questionnaire and observation. The purpose of this chapter is to find out the strategies and problems while learning and teaching listening.

The analysis has been made under the following headings.

-) Analysis on the basis of questionnaire given to the teachers
-) Analysis on the basis of questionnaire given to the students
-) Analysis on the basis of classroom observation of the teachers

3.1 Analysis on the Basis of Questionnaire Given to the Teachers

This section of the thesis is concerned with analysis and interpretation of data on the basis of questionnaire given to the teachers. The purpose of this analysis is to find out the strategies adopted in teaching listening activities. The analysis has been made under the following sub-headings.

3.1.1 Teachers' Strategies Used in Teaching Listening

This sub-section of the thesis consists of an analysis and interpretation of data on the basis of teachers' strategies used in teaching listening. The result has been presented in the table 1.

Table 1
Teachers' Strategies of Teaching Listening

Variable	Categories	F	%	Total
Ways to teaching listening	) I skip the listening texts	5	50	10
	) I play the cassette	1	10	
	) I read the text in the classroom and ask the students to listen the text	4	40	
	) I use DVD? VCD player in the classroom	-	-	

The table shows that 50% of the participants stated that they skip the listening text without teaching in the classroom. Likewise, 40% of the total participants stated that they read the text in the classroom and ask the students to listen to

the text. Only 10% of the total participants played the cassette in classroom. None of the participants used DVD / VCD player in the classroom because they were not available in none of the schools from where the data were collected.

This indicates that majority of the teachers did not teach the listening text and many teachers taught the listening text in the classroom focusing the listening text itself. But, very few of them used cassette players in the classroom to teach listening text.

3.1.2 Listening Materials Used in the Classroom

This sub-section of the thesis consists of an analysis and interpretation of data on the basis of listening materials used in the classroom. The result has been presented in the table 2.

Table 2
Materials Used in Teaching Listening

Variable	Categories	F	%	Total
Materials used in teaching listening	) Cassettes player	3	21.42	14
	) DVD and VCD player	1	7.14	
	) Listening text	8	57.14	
	) Non of the above	2	14.28	

The table shows that majority of the teachers i.e. 57.14%, used listening texts to teach listening in the classroom. Similarly, 21.42% informants accepted that they had cassettes and cassette players and 7.14% of the total participants accepted that they had DVD and VCD to teach listening in the classroom. On the basis of table 14.28% informants did not use the above mentioned materials.

3.1.3 Teacher s' Efforts to Make Lesson Clear

This sub-section of the thesis consists of an analysis and interpretation of data on the basis of teachers' efforts to make listening clear. The result has been presented in the table 3.

Table 3
Teacher s' Efforts to Make Lesson Clear

Variable	Categories	F	%	Total
Teachers' efforts to make lesson clear	Yes	8	80%	10
	No	2	20%	

The table shows 80% of the participants accepted that they tried to make them understood everything to their students. Only 20% of the total participants did not try to make the lesson clear.

It makes clear that the teacher tried to make the learners understand while teaching listening because they taught it focusing meaning rather than forms.

3.1.4 Attempt to Make the Students Listen to Word by Word

This sub-section of the thesis consists of an analysis and interpretation of data on the basis of attempt of teachers to make the students listen to word by word. The result has been presented in the table 4.

Table 4
Try to Listen to Word by Word

Variable	Categories	F	%	Total
Try to make the students listen to word by word.	Yes	5	50%	10
	No	5	50%	

The table shows that 50% of the teachers tried to make their students listen to word by word and the same number of participants did not focus to listen to word by word to their students. The teachers who accepted this gave the reason that listening is not only understanding the meaning but it also makes knowing correct meaning, pronunciation, accent and stress as well. That is why, each word should be emphasized. On the contrary, the teachers who did not accept the issue viewed that focusing all the students in all words was not only the difficult task but it was really an impossible task. They did not think that it was

necessary to teach all the word focusing in listening because if the learners focused on each and every word they may not understand the theme of the text.

3.1.5 Activation of the General Knowledge in Teaching Listening

This sub-section of the thesis consists of an analysis and interpretation of data on the basis of activation of the general knowledge in teaching listening. The result has been presented in the table 5.

Table 5
Activation of the General Knowledge in Teaching Listening

Variable	Categories	F	%	Total
Teacher tries to activate general knowledge of topic to make students understand the listening text.	Yes	9	90	10
	No	1	10	

The table shows that 90% of the informants accepted that they tried to activate the general knowledge of the text. The majority of the participants stated the reasons that the general knowledge of the topic helps the students to guess the meaning of the text.

General knowledge was the motivational factor in teaching learning process. They also scaffold the learners to guess the general meaning and the main theme of the listing text. The few participants i.e. 10% did not try to activate the general knowledge regarding the text because they were unaware about the listening text before listening.

This reveals that the teachers tried to activate the general knowledge of the topic to understand the listening text because it helps their students to understand and guess the meaning of the listening text.

3.1.6 Guessing in Teaching Listening

This sub-section of the thesis consists of an analysis and interpretation of data on the basis of whether guessing meaning is important for students in teaching listening. The result has been presented in the table 6.

Table 6
Guessing in Teaching Listening

Variable	Categories	F	%	Total
Guessing in teaching listening	Yes	10	100	10
	No	-	-	

The table shows that all the participants i.e. 100% accepted that guessing meaning is important in teaching listening. One of them stated, "*Guessing meaning is important to get the gist of the sentences or the text. I always play the cassette and ask them to get the information. Before this activity, I give the clue to the students and ask them to predict the topic and the main theme of the listening texts*".

From the data, it is clear that all the teachers tried to make them guessing in order to understand when the information was missed because they thought that guessing capacity enhances listening and learning capacity of the language.

3.1.7 Discussion about Topics before Teaching Listening

This sub-section of the thesis consists of an analysis and interpretation of data regarding discussion about topics before teaching listening. They considered that discussion about topics is rather more important than activation of the general background knowledge. The result has been presented in the table 7.

Table 7

Discussion about Topics before Teaching Listening

Variable	Categories	F	%	Total
Discussion about topics before teaching listening	Yes	7	70	10
	No	3	30	

The table shows that 70% of the total participants stated 'yes' and the rest of them i.e. 30% stated 'no'. The reason of saying 'yes' was to arouse interest and to motivate the students towards the texts that they are going to listen. The teachers who were against this view stated that this was necessary so that they did not think ahead generally (what was going to be talked about) while listening.

3.1.8 Focus on Prominent Words in Teaching Listening

This sub-section of the thesis consists of an analysis and interpretation of data regarding focus on prominent words in teaching listening. The result has been presented in the table 8.

Table 8

Focus on Prominent Words in Teaching Listening

Variable	Categories	F	%	Total
Focus on prominent words in teaching listening	Yes	9	90	10
	No	1	10	

The table shows that 90% of the teachers stated 'yes' and only 10% of them stated 'no' to this statement. The teachers who stated 'yes' gave the reason that generally they focused their students on gist rather than the particular words, listening focused on the meaning of the text rather than on the structure or the form. One teacher said, "*The students should listen to the whole text rather than the particular words. They should know everything that is written in the listening text. Part cannot be learnt unless we have knowledge of the whole thing*". The teachers who did not support this view stated that particular word

carried much meaning and sometimes whole gist of the listening text as well. Thus, those teachers further added that finding out the particular vocabulary of the text was to get the gist of the whole listening text.

3.1.9 Rating Students' Listening Ability

This sub-section of the thesis consists of an analysis and interpretation of data on the basis of teachers' opinion towards rating students' listening ability. The last question in the questionnaire was 'After completing the set of the listening activities how would you rate your students' listening comprehension?' The teachers' responses to this question were different to teacher to teacher.

One of them stated that he rates his students by asking several questions, giving different activities to the students, such as, matching items , filling the blanks, ordering the text, etc. Another teacher states that she asked open- ended questions to the class to inquire whether they get the gist of the listening text or not. The questions they asked were related to the listening text. One of the participants stated, *"I ask questions related to the listening text. I develop skeleton of the listening text. I point out the particular vocabularies and ask them to pronounce correctly along with stress, tone and intonation. Later, I give the writing text to measure their proficiency of listening. Most of the questions are objective types and each listening text takes one essay type question to rate their listening ability"*.

This indicates that most of the teachers focused on objective type of questions to measure the proficiency of the listening.

3.2 Analysis on the Basis of Questionnaire Given to the Students

This section of the thesis is concerned with analysis and interpretation of data on the basis of questionnaire given to the students. The purpose of this analysis is to find out the strategies adopted in learning listening activities. It also deals with learners' problems in learning listening text. The analysis has been made under the following sub-headings.

3.2.1 Learners' Strategies of Learning Listening

This sub-section of the thesis consists of an analysis and interpretation of data on the basis of learners' strategies in learning listening. The strategies adopted by the learners while learning listening were collected through students' questionnaire. The result has been presented in the subsequent sections.

3.2.1.1. Students Experiences in Learning Listening Skills

This sub-section of the thesis consists of an analysis and interpretation of data on the basis of students' experiences in learning listening skills. The result has been presented in the table 9.

Table 9

Students Experiences in Learning Listening Skills

Variable	Categories	F	P	M	N
Have you ever failed in your listening Test?	Never (1)	31	77.5	1.52	40
	Once (2)	5	12.5		
	Twice (3)	-	-		
	Three Times (4)	-	-		
	More than Three Times (5)	4	10.0		

F= Frequency, P=Percentage, M=Mean, N= Total number of participants

The table shows that various responses were measured within a scale of (1) never, (2) once, (3) twice, (4) three times, and (5) more than three times. Accordingly, the mode was "1 (Never)" getting the most frequent rating from 77.5% participants. The arithmetic mean was 1.52, which is between never and once. Similarly, 12.5% had failed once in their listening test in the school and only, 10% of the total participant had failed more than three times in their listening examination. The students are found to use their cognitive strategies for learning listening.

3.2.1.2 Practicing Listening at Home

This sub-section of the thesis deals with the analysis and interpretation of data on the basis of practicing listening at home. The result has been presented in the table 10.

Table 10
Practicing Listening at Home

Variable	Categories	F	P	M	N
How often do you practice listening at home?	Never (1)	34	85.0	1.65	40
	Rarely (2)	-	-		
	Sometimes(3)	4	10.0		
	Often (4)	2	5.0		

F= Frequency, P=Percentage, M=Mean, N= Total number of participants

The table is concerned with whether they self- practice learning listening without the assistance of the teacher at home or not. From the overall informants I got multiple responses, the most frequent rating from 85.0% participants and the arithmetic mean was 1.65, which is between 'never' and 'rarely'. The total participants i.e. 10.0% agreed that they sometimes practise the listening text without the assistance of the teacher at home. The very insignificant number i. e. 5.0% agreed that they often practise self study at home for listening texts to develop listening skills in English language learning.

The data indicates that the learners rarely practice the listening text at their home without their teacher's assistance. Very few of the participants practice listening text at their home. This reveals that the learner needs teachers to develop listening skills in English language learning. This also shows that the students did not use management strategy in teaching and learning listening.

3.2.1.3 Self- learning for Listening

This sub-section of the thesis consists of an analysis and interpretation of data regarding whether they learn listening lesson alone or not. The result has been presented in the table 11.

Table 11
Self- learning for Listening

S.N.	Categories	F	%	Total
Self- Learning Listening Skills	Listen to English songs	-	-	14
	Listen tapes or disks of the syllabus in school	-	-	
	Listen to news in English	2	14.28	
	Others	12	85.71	

F= Frequency, %=percentage

The table shows that how learners do self-study for practicing the listening skills. The questionnaires were administered to 40 participants but only 14 participants responded to the question. In the data, 85.71 % of the total responses were not related to the listening practices with listening songs, tapes in the syllabus or listening English news. The other participants (i.e.14.28%) stated that they listened to the English news and other English programmes broadcasted by the FM radio or the Radio Nepal. This also shows that the students did not use management strategy in teaching and learning listening.

3.2.1.4 Students' Activities before Listening

This sub-section of the thesis consists of an analysis and interpretation of data on the basis of students' activities before listening. The result has been presented in the table 12.

Table 12
Students' Activities before Listening

.	Categories	F	%	Total
Before Listening Activities	Go through the questions and guess what the topic is about	33	85.5	40
	Nothing to do just ready to listen	-	-	
	Guess the content of listening	20	50.0	
	Read the task instruction	12	30.0	

F= Frequency, %=percentage

The participants were asked “what do they do before listening?” The multiple answers from the respondents were found to this question. The same participant did the various strategies before listening to the texts. The data shows 85.5% of the participants agreed that they go through the questions and guess what the topic is about. The other responses found through this question was that 20.0% and 12.0% of the responses were related to the guessing the content of listening and reading the task instruction respectively. This indicates that most of the participants go through the questions given by the teachers and they guessed the topics. This is one of the better strategies for learning listening. Such activities promote learning listening ability of the students. This also focused on the coming content of the listening text.

3.2.1.5 Students' Activities While Listening

This sub-section of the thesis consists of an analysis and interpretation of data on the basis of students' activities while listening. The result has been presented in the table 13.

Table 13

Students' Activities While Listening

.	Categories	F	%	Total
While Listening Activities	Listen word by word	8	20.0	40
	Listen for the detail information	26	65.0	
	Focus on the new words	6	15.0	
	Other	-	-	

F= Frequency, %=percentage

The students were asked what activities they follow while teaching listening in the classroom. In response to the questionnaire, 65% of the participants agreed that they listen to the detail information while listening in the classroom. The other responses found through this question was that 20% of the participants listened to word by word while listening in the classroom. Similarly, 15% of the total participant focused on the new words while listening in the classroom. This indicates that most of the participants listened to the detail information while listening in the classroom and very few of them accepted that they focus on the new words.

3.2.1.6 Students' Activities to Solve the Problems

This sub-section of the thesis consists of an analysis and interpretation of data on the basis of students' activities to solve the problems. The result has been presented in the table 14.

Table 14

Students' Activities to Solve the Problems

	Categories	F	%	Total
Solving the problem Activities	Ignore it and keep on listening	28	70.0	40
	Try to guess the meaning	11	27.5	
	Feel depressed and cannot listen anymore	1	2.5	

F= Frequency, %=percentage

The table shows the problems and solutions of the learners towards learning listening. The question was “What do you do if you cannot understand words and phrases while listening?” The responses were various and 70.0% of the total participants stated that they ignore the difficult words and phrases if they do not understand while listening. Similarly, 27.5% of the participants stated that they tried to guess the meaning of the unfamiliar words and phrases while listening. The very insignificant numbers (i.e.2.5%) of the participants felt depressed and they could not listen anymore because they do not understand the words and phrases while listening in the classroom.

3.2.2 Strategic Problems in Learning Listening

This sub-section of the thesis consists of an analysis and interpretation of data on the basis of strategic problems in learning listening. The students faced many problems while listening due to various factors. These factors may include environmental factors, students’ experiences and their previous knowledge of second language and the materials that are used in teaching and learning listening and the environment that the learners use the materials to listen to the text. Some of the problems faced by the students were problems due to listening strategies adopted by the students. The students were asked some questions related to the problems of listening strategies to inquire the data

related to listening strategies used in the English language learners while-learning listening in the classroom. To identify this issue, three related questions were asked to the informants. The results of these questions were presented in the subsequent sections.

3.2.2.1 Problems in Making Prediction

This sub-section of the thesis consists of an analysis and interpretation of data on the basis of problems in making prediction. The result has been presented in the table 15.

Table 15
Problems in Making Prediction

Variable	Categories	F	P	M	N
Making prediction what the speaker talks about	Never (1)	12	30.0	2.0	40
	Sometimes (2)	18	45.0		
	Often (3)	8	20.0		
	Always (4)	2	5.0		

F=Frequency, P=Percentage, M=Mean, N=Total number of participants

The table shows that the mode response was '2 (sometimes)' getting the most frequent rating from 45% informants. The arithmetic mean was 2.0 which means 'sometimes' 30% of the participants never made the prediction what the speaker talks about. Only, 20% of the participants had often made prediction about what the speaker talks about. On the other hand, very insignificant numbers of the participants (i.e. 5%) always make prediction about the text exposed to them.

3.2.2.2 Problems in Guessing Unknown Words

This sub-section of the thesis consists of an analysis and interpretation of data on the basis of problems in guessing the meaning of unknown words. The result has been presented in the table 16.

Table 16
Problems in Guessing Unknown Words

Variable	Categories	F	P	M	N
Guessing unknown words while listening	Never (1)	-	-	3.77	40
	Sometimes (2)	-	-		
	Often (3)	9	22.5		
	Always (4)	31	77.5		

F=Frequency, P=Percentage, M=Mean, N=Total number of participants

The table shows that the mode response was '2 (sometimes)' getting the most frequent rating from 77.5% informants. The arithmetic mean was 3.77 which is between sometimes and often. The rest i.e. 22.5% of the participants sometimes guessed unknown words while listening.

3.2.2.3 Problems in Recognizing Main Points

This sub-section of the thesis consists of an analysis and interpretation of data regarding the problems in recognizing main points. The result has been presented in the table 17.

Table 17
Problems in Recognizing Main Points

Variable	Categories	F	P	M	N
Recognizing main points	Never (1)	-	-	2.77	40
	Sometimes (2)	11	27.5		
	Often (3)	27	67.5		
	Always (4)	2	5.0		

F=Frequency, P=Percentage, M=Mean, N=Total number of participants

The table shows that, the mode was 'sometimes (3)' and the mean was 2.77, which is nearly sometimes. Thus, the majority of the students i.e. 67.5% of the total sometimes and about a quarter numbers, (i.e. 27.5%) of the total informants rarely recognized the main points while listening. Similarly, an

insignificant number of the students i.e. 5% often recognized the main points while listening.

The data reveals that most of the participants recognize the main points of the listening text while listening whereas they never recognize the theme of the text.

3.2.3 Problems of Listening Due to Lack of Background Knowledge

This sub-section of the thesis consists of analysis and interpretation of the data regarding the problems of listening due to lack of background knowledge of the students. The students were asked some questions related to the problems of background knowledge to inquire the data related to the problems faced by the learners being unknown about the background knowledge and proper listening capacity in second language learning in the classroom. To identify the issue, three related questions were asked to the informants. The results of these questions are presented in the subsequent sections.

3.2.3.1 Problems due to Unfamiliar Topics

This sub-section of the thesis consists of an analysis and interpretation of data on the basis of problems of listening due to unfamiliar topics. The result has been presented in the table 18.

Table 18
Problems of Listening Due to Unfamiliar Topics

Variable	Categories	F	P	M	N
Unfamiliar topics	Never (1)	-	-	2.15	40
	Sometimes (2)	34	85.0		
	Often (3)	6	15.0		
	Always (4)	-	-		

F=Frequency, P=Percentage, M=Mean, N=Total number of participants

The table shows that the mode response was '2(sometimes)' getting the most frequent rating from 85.0% informants. The arithmetic mean was 2.15 which means 'sometimes'. The participants i.e. 15% often faced the problems due to unfamiliar listening text.

This indicates that majority of the participants sometimes faced problems due to the unfamiliar listening text. This indicates that most of the participants faced problems due to unfamiliar listening text in learning listening.

3.2.3.2 Problems due to Lack of Knowledge

This sub-section of the thesis consists of an analysis and interpretation of data on the basis of problems of listening due to lack of knowledge. The result has been presented in the table 19.

Table 19
Problems of Listening Due to Lack of Knowledge

Variable	Categories	F	P	M	N
Lack of Background knowledge	Never (1)	4	10.0	2.37	40
	Sometimes (2)	24	60.0		
	Often (3)	5	12.5		
	Always (4)	7	17.5		

F=Frequency, P=Percentage, M=Mean, N=Total number of participants

The table shows that the mode response was '2 (sometimes)' getting the most frequent rating from 60% informants. The arithmetic mean was 2.37 which is between sometimes and rarely. The other responses were 17.5% and 12.5% often and sometimes, respectively. The rest i.e. 10% of the participants never faced difficulties due to lack of background knowledge.

From the responses given by the students it was clear to me that most of the students sometimes face difficulties in listening due to lack of background knowledge.

3.2.3.3 Problems Due to Speed of Speech

This sub-section of the thesis consists of an analysis and interpretation of data on the basis of problems of listening due to Speed of speech. The result has been presented in the table 20.

Table 20
Problems of Listening Due to Speed of Speech

Variable	Categories	F	P	M	N
Speed of speech	Never (1)	-	-	3.95	40
	Sometimes (2)	-	-		
	Often (3)	2	5.0		
	Always (4)	38	95.0		

F=Frequency, P=Percentage, M=Mean, N=Total number of participants

The table shows that, the mode was always (4) and the mean was 3.95, which is nearly often. Thus, the majority of the students i.e. 95.0% of the total always faced difficulties due to the speed of the listening materials in course of listening. Similarly, an insignificant number of the students i.e. 5% had chosen an average problems choosing often they faced problems due to the speed of the cassette.

The data indicates that most of the participants face the problems in listening materials due to the speed of speech. This reveals that the learners face many problems due to the speed of speech.

3.2.4 Problems of Listening Materials in Learning Listening

This sub-section of the thesis consists of analysis and interpretation of the data on the basis of problems of listening materials in learning listening. Students faced many problems while listening due to problems in listening materials. The students were asked some questions related to the problems of materials to inquire the data related to the listening materials used in the English language learners and teachers while teaching and learning listening in the classroom. These students who responded to this question were from the school from

where they got taught listening lesson in the classroom. The results of problems of listening materials related to 8 issues are presented in table 21.

Table 21
Problems of Listening Due to Materials

S.N.	Variable	Categories	F	P	M	N
1	Linking words	Never	13	32.5	2.07	40
		Sometimes	17	42.5		
		Often	4	10.0		
		Always	6	15.0		
2	Authentic Words	Never	16	40.0	1.8	40
		Sometimes	16	40.0		
		Often	8	20.0		
		Always	-	-		
3	Different accents	Never	31	77.5	1.22	40
		Sometimes	9	22.5		
		Often	-	-		
		Always	-	-		
4	Colloquial words	Never	23	57.5	1.55	40
		Sometimes	12	30.0		
		Often	5	12.5		
		Always	-	-		
5	Long listening text	Never	4	10.0	1.97	40
		Sometimes	8	20.0		
		Often	13	32.5		
		Always	5	12.5		
6	Noises	Never	19	47.50	1.62	40
		Sometimes	19	47.50		
		Often	-	-		
		Always	2	5.0		

7	Poor tape quality	Never	2	5.0	3.42	40
		Sometimes	-	-		
		Often	17	42.5		
		Always	21	52.5		
8	Poor equipments	Never	-	-	2.85	40
		Sometimes	10	25.0		
		Often	26	65.0		
		Always	4	10.0		

F=Frequency, P=Percentage, M=Mean, N=Total number of participants

The problems of listening regarding linking words, the total participants i.e. 32.5% never faced linking words problems. Likewise, 42.5% sometimes faced. The few participants i.e. 10% often and similarly, 15% always faced the linking words problems while listening.

The problems of listening on the basis of authentic words, 40% of the total participants never faced the difficulties. The same percentage i.e. 40% sometimes faced the difficulties of authentic words. Similarly, the few participants i.e. 20% often faced the difficulties of authentic words. None of the participants faced the authentic words problems while listening.

The total participants i.e. 77.5% never faced the problems of different accents. The few participants i.e. 22.5% sometimes faced the problems of different accents while-listening text.

The problems of listening regarding colloquial words, the total participants i.e. 57.5% never faced such sort of problems. The total participants i.e. 30% sometime faced the problems of colloquial words. Similarly 12.5% participants often faced the problems of colloquial words while listening.

The participants i.e. 10% never faced the difficulties of long listening text. On the basis of long listening text 20% of the total participants sometimes faced the difficulties and the highest participants i.e. 32.5% often faced the

difficulties. Similarly, 12.5% participants always faced the problems of long listening text while listening.

The problems of listening on the basis of noises are great difficulties in learning listening. The total participants i.e. 47.5% never faced the difficulties regarding noises. The same number of participants i.e. 47.5% also sometimes faced the problems of noises. The few participants i.e. 5% always faced the difficulties of noises while learning listening.

The problems of listening regarding poor tape quality, the total participants i.e. 52.5% always faced the difficulties of poor tape quality. On the basis of poor tape quality the total participants i.e. 42.5% often faced the problems. Similarly, the few participants i.e. 5% never faced the problems of poor tape quality while listening text.

On the basis of poor equipments, the total participants i.e. 65% often faced the difficulty of poor equipments in learning listening. Likewise, 25% of the total participants sometimes faced difficulties due to poor equipments. Similarly, 10% of the total participants always faced the difficulties due to poor equipments while listening.

The next question to the learners were asked whether they faced other problems or not. The students did not reply this question. This indicates that the learners did not face the problems other than the problems which were asked them.

3.3 Analysis on the Basis of Classroom Observation of the Teachers

Three regular classes of each teacher were observed to find out the ways teachers teach listening lesson in grade 10. The other reasons for observing the classroom was whether the teachers teach listening lesson or not. While observing 30 classes of 10 teachers only, 24 classes of 10 different teachers were found teaching listening lesson. The other teachers did not teach listening lesson while I was observing the classes where they teach.

Out of 30 classes, 80% of them taught listening lessons in the classroom. The rest skipped the listening lesson given in the textbooks. They stated that they did not have cassette player to teach listening texts. Another teacher stated that the students read the listening text in next week. I visited next time whether she teaches or not listening lesson as stated in previous classes for this school. In this school, she did not teach listening lessons that week too. This makes me clear that the teachers skipped listening lessons without teaching them. I informally asked to the students whether she taught listening in the classroom or not. The students stated that she did not use to teach listening saying that it would not be asked in the examination. One teacher stated, “*We do not have listening materials and office does not provide only a cassette for playing in the classroom.*” He further stated that he even did not have cassette too. This shows that the most of the teachers did not teach listening in the classroom. The detailed information abstracted from classroom observation is given in table 22.

Table 22
Classroom Observation Data

S.N.	Categories	No. of Classes		Remark
		Yes	No	
1	Pre-teaching Activities			
	) Discuss the relevant picture	-	30	
	) Associate ideas and vocabularies with topics	-	30	
	) Predict information about the topics	-	30	
	) Write questions about topics	24	6	
2	While- teaching Activities			
	) Play the cassette or read the texts twice more	4	26	
	) Identify the correct topics	-	30	
	) Answer- question (orally)	28	2	
	) Complete a table , map or hart	-	30	
3	Post - teaching Activities			
	) Relate similar experiences	-	30	
	) Write a similar text	2	28	
	) Debate the topics	14	16	
	) Write a brief report	4	26	

The teachers who taught listening text in the classroom, they used cassette player as the main tool for teaching listening in the classroom. All the teachers played cassette twice in the classroom. The teachers did not provide listening text to the students before listening. They all did not carry the authentic materials for teaching listening in the classroom. All the teachers carried the cassette player and played the cassette prepared by CDC. They neither read the text nor gave the questions before they played the cassette in the classroom.

In case of pre- teaching activities of teaching listening, the teachers neither discussed the relevant pictures nor did they associate ideas and vocabulary items with topics. The teachers did not predict the information about the topics. All the teachers wrote some related questions in the board and the played the cassette twice more. For the second chance the teachers asked to the students to write the answer of the questions given in the board while listening. The information what the researcher drawn from the classroom observation is given in table No 22.

Similarly, out of 30 classes observed only 24 classes were found to teach listening lesson in the classroom. Similarly, two teachers asked oral questions while- listening in the classroom. I did not find any teachers who asked students to complete tables, maps or charts or identify the correct topics while- listening.

For post -teaching activities, the teachers did not relate similar topic. Only two teachers did not ask their students to write similar texts after listening to the texts. All 24 teachers asked their students to write summary of the listening texts after listening to the lesson. This indicates that very few teachers did not teach listening texts in the classroom. The teachers who taught did not use proper materials and techniques of teaching listening for secondary level students.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with major findings of the study. It also deals with some recommendations made on the basis of major findings of the study.

4.1 Findings

On the basis of presentation, analysis and interpretation of the data, the major findings of the study has been summarized and presented as follows:

- i. It was found that majority of the teachers taught the listening lesson in the classroom that are given in the textbook. The teachers who taught did not use proper techniques and materials while teaching listening lessons.
- ii. More than three quarter of the teachers (i.e., 85.5%) were found that they went through the questions before teaching listening as pre—listening activities.
- iii. The teachers who taught listening lesson in the classroom used cassette as the main material for teaching listening. They played the cassette twice before the students.
- iv. The teachers who did not have listening materials like cassette and cassette player they asked their students to listen to the text while they read the listening prescribed by CDC.
- v. It was found the teachers who taught listening lesson in the classroom asked their students to write the summary of the listening text but they did not ask their students to fill the gap and to describe the pictures.
- vi. It was found that most of the students did not self-practce listening lessons at their home without teacher's assistance.
- vii. It was found that most of the participants were focusing their students for listening whole information given in the listening text.

- viii. It was found that majority of the students always faced problem on guessing unknown words while listening and they sometimes faced the problems in making the prediction about what the speaker talks about.
- ix. It was found that most of the learners are facing problems due to background knowledge of the listening text while listening.
- x. It was found that majority of the students sometimes faced problems of listening materials. They said that they faced problems of materials due to speed of speech.

4.2 Recommendations

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

- i. It was found that majority of the teachers taught the listening lesson in the classroom that are given in the textbook. The teacher who taught did not use proper techniques and materials while teaching listening lessons. So, it is recommended that the teachers should provide effective instruction in teaching listening by using proper materials.
- ii. The teachers who did not have listening materials like cassette and cassette player they asked their students to listen to the text while they read the listening prescribed by CDC so that it is recommended that the school should provide enough materials for teaching listening and proper environment for teaching listening.
- iii. It was found the teachers who taught listening lesson in the classroom asked their students to write the summary of the listening text but they did not ask their students to fill the gap and to describe the pictures however the teacher can use other techniques to measure whether the learners get the gist of the listening lesson or not
- iv. It was found that Majority of the students did not self-practce listening lessons at their home without teacher's assistance. It is recommended that the teacher should provide effective motivation for promoting

learner autonomy and the students are suggested for self-practice for better listening.

- v. It was found that majority of the students always faced problem on guessing unknown words while listening and they sometimes faced the problems to make the prediction about what the speaker talks about. It was due to lack of background knowledge of the listening texts so that the teachers are suggested to give background information of the listening text in pre-listening stage.
- vi. It was found that majority of the students sometimes faced problems of listening materials. The schools and concerned authority should provide effective materials for teaching listening. The teachers are also suggested to prepare materials for teaching listening that are possible to him/her.
- vii. This study is just an entry in the Department of English Education so that we need to make more detailed study. There are various variables to select the techniques. Therefore, this study gives the instruction for future researches.
- viii. It is recommended that the teachers who faced difficulties in their classroom for selecting and applying the techniques should conduct action research. On the basis of the findings teacher can take decision for their teaching.

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Appendix-I
Questionnaire to the Teachers

School's Name:

Date:

Teacher's Name:

Qualification:

Experiences:

Dear sir and madam,

The questionnaire is a part of my research study entitled '**Strategies in Teaching and Learning Listening**' under the supervision of Mr. Resham Acharya, Teaching Assistant at the Department of English Education, T.U., Kirtipur. Your kind co-operation in completion of the questionnaire with the authentic and reliable information will be of great value to me. Any responses you provide will be kept entirely anonymous. I assure you that the information you provide will be used for the purpose of research only.

Researcher

Pawan Bhattarai

M. Ed. Second Year

T.U., Kirtipur

Please, tick the best answer.

1. How do you teach the listening texts given in the coursebook?

- a. I skip the listening texts.
- b. I play the cassette.
- c. I read the text in the class and ask students to listen.
- d. I use DVD/VCD in the classroom.

2. What materials do you have to teach listening texts of your coursebook? (you can tick more than one)
- a. Cassette and player
 - b. DVD and VCD player
 - c. Listening texts
 - d. None of the above

If you accept or reject the following option tick 'yes' or 'no' and give the reason of selected the option.

3. I try to make them understand everything

Yes

No

Why?.....
.....
.....
.....

4. I try to make the students listen word by word.

Yes

No

Why?.....
.....
.....
.....

5. I try to activate general knowledge of the topic to understand the listening text to the students.

Yes

No

Why?.....

.....
.....

6. I try to make them guess in order to understand when the information is missed.

Yes No

Why?.....
.....
.....

7. I think before (what was going to be talked about) while listening.

Yes No

Why?.....
.....
.....

8. I try to concentrate my attention on particular words which are prominent during the listening process.

Yes No

Why?.....
.....
.....

9. After completing the set of listening activities how would you rate your students' listening comprehension?

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

Thank you for your kind cooperation.

Appendix-II

Questionnaire to the Students

I am doing a small research entitled “**Strategies in Teaching and Learning Listening**”. My aim was to find out the problems that most students face when listening . Hopefully, the findings I get from this research contribute a small part to help you with better listening. I would really appreciate if you spare your valuable time to fill in this questionnaire.

Researcher

Pawan Bhattarai

M.ED. IInd Year

Tick out the best answer.

1. Have you ever failed your listening test?
Never Once Twice Three times More than
three times
2. How often do you study listening text at home?
Never Rarely Sometimes Often
3. How do you practice listening text at home? (you can tick more than one)
Listen to English songs
Listen to tapes or disks of the syllabus in university
Listen to news in English
Other
4. What do you do before listening? (you can tick more than one)
Go through the questions and guess what the topic is about
Nothing to do just ready to listen Guess the content of the
listening
Ask about the new words Read the task instruction
5. What do you do while you are listening for the first time?
Listen to word by word Listen for the detailed information
Focus on the new words Other:.....

6. What do you do if you cannot understand words or phrases while listening?

Ignore them and keep on listening.

Try to guess their meaning.

Feel depressed and cannot listen anymore.

7. How often do you encounter the following problems? (put a tick in the appropriate option.)

Problems	Never	Sometimes	often	Always
Making prediction what the speaker talks about				
Guessing unknown words while listening				
Unfamiliar topics				
Lacking of background knowledge				
Speed of speech				
Recognizing main points				
Authentic material				
Ungrammatical sentences				
Different accents				
Colloquial words				
Long listening text				
Noises				
Poor tape quality				
The poor equipments				

8. Do you have any other problems that has not mentioned here? Please, mention them.

.....

Thank you very much.

Appendix-III

Observation Checklist

Name of School:

Time:

Listening Text:

Class:

S.N	Categories	Yes	No	Remark
1.	Skips the listening s			
2.	Teaches the listening text			
3.	Use of Listening materials			
	) Cassette player/ Listening texts			
	) Only Listening text			
	) Use of authentic text			
	) Reads the text in the class and ask the students to listen			
4.	Pre-teaching Teaching Activities			
	) Discuss the relevant picture			
	) Associate ideas and vocabularies with topics			
	) Predict information about the topics			
	) Write questions about topics			
5	While- listening activities			
	) Play the cassette or read the texts twice more			
	) Identify the correct topics			
	) Answer- question (orally)			
	) Complete a table , map or hart			
6	Post – listening activities			
	) Gives opinions			
	) Relate similar experiences			
	) Write a similar text			
	) Debate the topics			
	) Write a brief report			

Appendix-IV
The Participants of the Study
The Name of the Students

S.N.	Name of Students	S.N.	Name of Students
1.	Ashish Poudel	21.	Bashanti G C
2.	Asmita Bhattarai	22.	Dil Maya Gurung
3.	Bishnu Shrestha	23.	Nanda Kala Bhattarai
4.	Dhan Bahadur Gurung	24.	Prakash K C
5.	Durga K C	25.	Prasad Gurung
6.	Hari Bahadur Gurung	26.	Prem G C
7.	Kedar Khadaka	27.	Punam Hirachhan
8.	Keshev Dhungana	28.	Punya Prasad Sharma
9.	Khem Raj Bhattarai	29.	Raju Sapkota
10.	Khil Rana	30.	Ram Prasad Bhattarai
11.	Mahesh Acharya	31.	Ranu Shrestha
12.	Meg Piya	32.	Rudra Prasad Adhikari
13.	Mitra Bandhur Thapa	33.	Sapana Adhikari
14.	Mukti Bhattarai	34.	Saroj Chhetri
15.	Nabin B K	35.	Shiva Lagun
16.	Nabin Prakash B K	36.	Suman B.K.
17.	Promod Bhattarai	37.	Surendra Regmi
18.	Punam Thapa	38.	Toyanath Bhandri
19.	Roshani Adhikari	39.	Umanath Sapkota
20.	Shamshar Gurung	40.	Yubraj Giri

The Name of the Teachers

1. Bhupendra Koirala
2. Bijyan Bhattarai
3. Hari Subedi
4. Ishor Rana
5. Karuna Pandit
6. Krishna Poudel
7. Ojaraj Bagale
8. Shiva B K
9. Shova Adhikari
10. Sitaram Moktan

The Name of the Schools

1. Bhanu Higher Secondary School, Bandipur
2. Notredame Higher Secondary Boarding School, Bandipur
3. Arun Secondary School, Dharmpani
4. Manasalu Secondary School, Bandipur
5. Fistail Secondary School, Bandipur
6. Pavitra Higher Secondary School, Bandipur
7. Keshavtar Higher Secondary School, Keshavtar
8. Homaraj Lohani Higher Secondary School, Bhanu
9. Nirmal Higher Secondary School, Damauli
10. Satyavati Higher Secondary School, Damauli