

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Language is the fundamental means of human communication to express thoughts, feelings, emotions and so on. It is the highly developed and most frequently used means of human communication which is social phenomenon having intimate relationship and influence on the society. It is language which distinguishes human beings from other creatures in the world. Every normal human being is completely competent on at least one language. He begins to acquire his mother language during his babyhood and becomes linguistically adult when he is five or six years of his age.

Though various linguists have defined language variously, no one can be the perfect one, so the task of defining and describing language has been continuously going on. According to Richards et al. (1985: 153). "Language is the system of human communication by means of structured arrangement of sounds to form larger units."

"Language refers to the system of sounds and words by human to express their thought and feeling" (Hornby, 2006, 7th ed.). The common factor we can find in the above definitions is that language is the most highly developed and most frequently used means of human communication, which is a social phenomenon having intimate relationship and influence on the society.

Language is the medium of human communication which is

acquired or learnt with the integration of four language skills listening, speaking, reading and writing. In other words, language is made up of different but interrelated skills-listening, speaking, reading and writing.

Brown (1994:49) says that a small child listens and speaks and no one would dream of making him reader or writer. Reading and writing are advanced stages of language development.

Among all the languages in the world, the English language is the most prestigious and dominant language. It is the international language and a vital tool for any student to become successful in communication. Harmer (2003) says that although English is not the language of the largest number of native or first language speakers, it has become a lingua franca because of historical, economic, cultural factors which have influenced and sustained the spread as the language.

1.1.1 English Language Teaching

English is the most widely used language in the world, which is the language of international communication, politics, commerce, education and technology. Lederer (1990) says, "one in every seven human being speaks English. More than half of the world's books are written in English and three quarter of international mails are in English." (as cited in Sthapit, 1994: 1).

Language teaching is not restricted within the four walls of classroom or within the boundary of a school, it goes beyond that. The main purpose of teaching English is to develop communicative competence in the learners and to enable them to communicate in the English language.

The immediate aim of language learning is to increase interacting skill of the language system so that the long term aim of improving productive and receptive skills can be achieved.

Language learning is the process of internalizing a language with the integration of the four skills viz. listening, speaking, reading and writing.

1.1.2 ELT in Nepal

English is taught in Nepal as a foreign language, which is learnt for the purpose of communication with foreigners; it is usually taught as a school subject and rarely used as a language of communication. ELT in Nepal is important because of the development of science and technology.

English in Nepal was first started in 1910 B.S. Now a days, it is taught as a compulsory subject from grade one to bachelors level and as a major subject from certificate to master's level at the Faculties of Education, Humanities and Social Sciences, but the ELT situation in Nepal is not to the mark as it is expected. The outcome of teaching and learning English could not have gained the expected goal, developing communicative competence in the language, because Nepalese learners lack sufficient practice in learning the English language. There is no proper balance among all the four skills of language while they are being taught.

Though all the four skills are equally important, listening is a prerequisite skill for learning other skills, because conscious effort is needed for the perception and comprehension of the language items to

develop communicative efficiency in language. Students need to understand the listening text. They should understand how sounds are made and how stress and intonations are used.

In the past, listening and speaking skills were ignored and reading and writing were emphasized. Now a days it is realized that teaching the English language means to enable the students to communicate in that language. So all four language skills are being logically emphasized and the ways of teaching the English language have been changing day by day. Listening and speaking skill have been emphasized. The listening skill has got special consideration in school level curriculum and evaluation of the listening skill in SLC examination was started in 2057 B.S. In spite of all the above efforts the students are unable to gain the objectives of the listening skill because listening and speaking skills are rarely practised in those classes.

1.1.3 Teaching Language Skills

The natural order for the first and second language learning is listening, speaking, reading and writing. A child starts to learn his first language from his early childhood when he listens to the language used by his family, friends, relatives and so on and comprehends it. Then he starts to speak. A completely deaf child can never speak because he can not listen; without listening no one can comprehend language. So the natural order of the language learning must be considered in the mind while teaching language.

Among four languages skills listening and reading are the receptive whereas speaking and writing are the productive skills. If we divide them

according to the natural order of the language, listening and speaking are primary skills and reading and writing are secondary, because every normal human can listen and speak, who may have learnt the skill of writing and reading.

Therefore, while teaching language all the language skills should be taught in a balanced way. The teacher should follow the natural order of the language skills, as a child learns following the natural order while he acquires his mother tongue. The four skills are listening, speaking, reading and writing .

Receptive	Productive	
1. Listening	2. Speaking	❖ Primary
2. Reading	4. Writing	❖ Secondary

Listening is the first language skill. It is a receptive skill. Listening' exposure is the input given to the students specially to a beginner. While listening we understand the spoken language and then start to speak which is a productive skill. Speaking is the most common, normal skill. Speaking is the most common, normal and extensively used means of communication.

Similarly, we understand the written language while reading. Reading is considered to be the third skill in the natural order. It is the receptive skill, which involves the process of decoding. Writing is the last language skill. It is the productive skill, which is the production of graphic symbols.

However, each language skill has its own importance. The language teacher needs to combine all the language skills in a balanced way.

1.1.4 Teaching Skill

Listening is the activity of paying attention to and trying to get meaning from something we hear. To listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions.

Listening has been defined in several ways. First, it has been said that listening is not a passive but active process of perceiving and constructing a message from a stream of sounds. This process depends on what one knows about the phonological, grammatical, lexical and cultural systems to what they are hearing, thus forming expectations of what is to come. As knowledge of this system increases, so does the ability to comprehend streams of spoken discourse. In addition, a shared knowledge of the real world between the speaker and listener becomes crucial to total comprehension of the language.

"Students can improve their listening skills and gain valuable language input through a combination of extensive and intensive listening materials and procedures" (Harmer 2003: 228).

Harmer further (2003: 232) lists down several sub-skills of listening skill which are:

- ❖ Predicting
- ❖ Listening for specific information.
- ❖ Listening for detailed information.
- ❖ Listening for text construction.
- ❖ Listening for general and detailed comprehension.

Sub-skills of listening identified by Munby (1978: 123) are as follows:

- ❖ Discriminating sounds in isolated word forms.
- ❖ Discriminating sounds in connected speech.
- ❖ Discriminating stress patterns within words.
- ❖ 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 tones.

Regarding the complexity of listening comprehension Anderson and Lynch (1988: 23) have pointed out that a listener must simultaneously integrate the following sub-skills of listening skill (as cited in Nunan 2001: 23)

- ❖ identify spoken signals from the midst of surrounding sounds;
- ❖ segment the stream of speech into words;
- ❖ grasp the syntax of the utterance (s);
- ❖ (in interactive listening) formulation appropriate response.

They also point out that in addition to those linguistic skills, the listener must also command a range of non-linguistic knowledge and skills which are:

- ❖ having an appropriate purpose for listening.
- ❖ having an appropriate social and cultural knowledge and skills.
- ❖ having an appropriate background knowledge.

These above mentioned components of listening skill are very essential to make students prepare the foundation for other language skills, because listening skill is a foundation of other language skills.

For many years teaching methods emphasized productive skills,

specially the writing one. It was thought that the ability to listen in a foreign language is automatically acquired with other skills. But now a days listening skill is considered to be given the first position. Without listening input no one can speak language; so listening skill is regarded as the most important skill, because it is the fundamental requirement for all learners of a language. Listening is a basic skill for paying attention and trying to get meaning from something we hear.

Listening is a receptive skill which is the process of perceiving and constructing a message from a stream of sound. A listener receives, analyses and interpretes the oral signals and tries to respond in spoken form. There are two aspects of listening skill. They are:

1. Listening perception
2. Listening comprehension

Listening perception suggests the ability of the recognition and understanding of the message that is the perception of information and stimuli received through the ears.

Listening comprehension, on the other hand, is the power of understanding; it is the process of understanding the meaning of spoken language. It is the analysis of the utterance into segments.

Most learners will spend considerably more time in listening to the foreign language than in producing it themselves. It is not only that the learners must understand what is said to them in the classroom in the face to face interaction, there are a lot of situations where they will be the silent listener/receiver of the message directed to them from radio, T.V., etc.

1.1.5 Techniques of Teaching Listening

While teaching listening skill, a teacher should follow the following stages, which are entirely correlated with each other.

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

a) **Pre-listening stage**

In this stage, students are prepared for being involved in the given activities. Some kinds of warm up activities are presented for familiarizing the students with given text which they are going to listen. If the teacher starts his lesson by asking students to open the book and by playing the cassette only the students may not have any idea about the topic; that is why they will not be motivated to the text they are going to listen. So the teacher should do some kinds of warm up exercises to make the students ready for taking part in the activities.

The following activities can be conducted in the classroom for pre-listening stage (Underwood, 1989: 33).

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

There may be various factors affecting the choice of the pre-listening activities. Underwood (1989: 34) has suggested the following factors.

- 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

This is the actual stage of listening and doing the activities directed by the teacher on the basis of their comprehension level. The students are asked to perform certain tasks during the time they are listening to the text. The text and the activities must be based on the interest of the students and their difficulty level.

Underwood (1989: 35) has suggested the following activities for the while listening stage.

- putting pictures in order.
- checking items in pictures.
- matching pictures.
- completing pictures.
- carrying out actions.
- drawing pictures.
- following a route.
- true/false exercise.

- form/chart completion.
- making lists.
- multiple choice questions.
- gap filling exercise.
- predicting.
- seeking specific items of information.

c) Post-listening stage

This is the follow up activity. Students check up their answer and try to relate the activity to other language skills. The follow up activity is done after the completion of the listening item. This stage extends the works done at the pre-and while-listening stages. This is more creative stage than the two previous activities.

Underwood (1989: 36) has suggested the following activities as the post listening activities.

- Form/chart completion.
- Extending lists.
- Sequencing/grading
- Matching with a reading text.
- Extending notes to a written responses.
- Summarizing
- Problem solving
- Identifying/simulations
- Dictation

1.1.6 Types of Listening

There are two types of listening:

- (a) Extensive listening
- (b) Intensive listening

(a) Extensive listening

Listening to something in a relaxed way, without concentrating on every word, but for the sheer pleasure of the content of what is said is called extensive listening where no particular problems of language or difficulty of concepts is possessed. Listening to an interesting radio programme can be the example of this type of listening, 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 subject new to him.

In extensive listening listeners do not have to do any language work on what they hear but have the satisfaction of an almost complete direct understanding of something worth at length often for pleasure and in a leisurely way.

(b) Intensive listening

Here the students are asked to listen to a passage with the aim of collecting and organizing the information it contains. The aim of listening 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 related to the passage. It contains more concrete information which may be quite densely packed, and is not so easy for the students to

understand on the first hearing. This type of listening is most widely used in modern classroom.

The passage for intensive listening are often very short because they can be played or read several times to make students get the chance to grasp the contents through several trails, which may be felt difficult at the first hearing. They also must fit according to the limit of time and lesson. Intensive listening tends to be more concentrated and less relaxed to the achievement of a study goal.

A teacher needs to build up students' confidence by helping them listen better rather than by testing their listening abilities. For intensive listening the following activities can be applied (Harmer, 2003: 230).

- reading a loud.
- story telling.
- interviews.
- conversations

Harmer (2003: 233) has suggested the role of a teacher as an organizer, a machine operator, a feedback organizer and a promoter. Apart from this a teacher must prepare his students for understanding the listening text by providing supporting materials like charts, pictures, music etc.

Ur (1996: 108) points out that real life discourse is rarely 'replayed' and suggests, thereafter that one of our tasks is to encourage students to get as much information as is necessary/appropriate from a single hearing (as cited in Harmer, 2003: 233).

1.1.7 Different Types of Listening Materials

Many teachers think that teaching and learning listening is impossible without the use of tape recorder, and cassettes. Sometimes, they may be heard expressing their regrets for not having the electronic equipments, so they can not perform the task of teaching listening skill. Different possible types of listening materials have been discussed here.

a) Authentic Materials

The real speech, the listener will actually encounter in real life or natural conversation that is not specially designed for foreign language learner is supposed to be the authentic materials for listening practice. Texts extracted from the ordinary radio programmes, T.V. programmes and speeches of different personalities are authentic materials.

Underwood (1989: 35) has suggested the following characteristics of authentic materials.

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

Authentic materials provide the real and natural act of communication. The students can realize the real ways of expressions, with varying accents.

b) Non-Authentic Materials

Non-authentic materials are those, which are designed for some specific purpose. Underwood (1989: 36) says that any text is authentic if it is produced in response to real life communicative needs rather than as an imitation of real life communication. The non-authentic materials which are designed to be spoken always lack the naturalness of ordinary speech. He has also listed some features of non-authentic materials that might appear in terms of certain degree are as following:

- Unnatural rhythm, intonation and pronunciation.
- Slow and careful delivery.
- Structured, sophisticated use of language.
- No background noise.
- Artificial stops and starts.
- Complete sentences and utterances.

A similar distinction is made between live and recorded materials. A live material is something where a teacher reads the written material around and the students carry out the set tasks. Its advantage is that when the students listen to someone 'face to face' there are many visual clues which help them understand the text. Recorded material, on the other hand, gives a chance for students to listen to a variety of voices apart from the teachers and it is a way of bringing native speakers' voices into the classroom. When we listen to the recorded material, visual clues, which help us to deduce meaning from the context are missing. So, a good teacher should make a wise selection of materials depending upon the situation.

A music can also play a vital role as a material of teaching listening skill. Harmer (2003 : 242) says "a piece of music can change the atmosphere in a classroom or prepare students for a new activity. It can amuse and it can make a satisfactory connection between the world of leisure and the world of learning. It is a powerful stimulus for students' engagement precisely because it speaks directly to our emotions while we are using our brains to analyze it and its effects."

1.1.8 What Makes Listening Difficult ?

There are various factors, which make listening difficult. Brown and Yule (1983: 49) have suggested them as

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

i. The speaker

If the number of the speakers is very large, the conversation may be difficult to understand. And similarly, if the speaker is speaking very fast and if he is talking about new subject matter with new accents, the listeners might feel difficulty to understand him.

ii. The listener

If the listener is actively participating, he can understand easily otherwise it becomes difficult. If he is interested at the matter or if the text is according to his interest he can understand it, otherwise he may not understand it.

iii. The content

The third affecting factor is the content. The grammar, vocabulary, situation and background knowledge have special effect on the difficulty level of any listening text.

iv. Support

Support is the fourth factor to affect the listening. If the listener can not get the support like pictures, diagrams and visual aids it creates difficulty to understand the text.

There are some other potential problems in listening. Language learners often feel difficulty when they first attempt to listen to a new language. The difficulty may be caused by the following reasons:

- Lack of control over the speed at which speakers speak.
- Not being able to get things repeated.
- The listener's limited vocabulary.
- Problems of interpretation.
- Inability to concentration.
- Established learning habits.

But the students, whose first language has similar stress and intonation patterns to TL, have less trouble than those whose first language has different stress and intonation patterns.

1.1.9 Provision of Teaching and Testing Listening Skills at Secondary Level

The English text book of grade 10, prescribed by the Curriculum

Development Centre, has been written in line with the new English curriculum and it has interwoven a variety of day-to-day activities to create interest in both teachers and students. The aim of the textbook is to improve the language skills of students for communicative competence.

High School Education Curriculum Part 1 expects the students of grade 10 to learn the natural language of every day life through practising the four major language skills: listening, speaking, reading and writing. These four skills are fully integrated in every unit of the text book.

The objectives of listening activities prescribed by Curriculum Development Centre are to:

- i. listen to the dialogue.
- ii. participate in the conversation.
- iii. listen to the spoken text and identify the correct words they recognize in the sentences they hear.
- iv. listen to the spoken text
 - Answer the given questions.
 - Rearrange the sentences in the correct order.

To fulfil the above objectives 25% of the activities are related to listening and speaking skill. Eight marks are given to listening test in the final examination. The students must attend the oral test of the SLC examination in which students listen to the text and complete the task, which covers eight marks and then they have to attend speaking test of 2 marks.

Teachers are expected to do the listening text given after each 10 units of grade 10. The cassettes are produced by the CDC for this purpose

and the written script of those listening texts is given in the teaching manual.

Depending upon the level of the students and the nature of texts, different techniques are used to test the listening perception and listening comprehension. Hughes (1995: 137) suggests the following techniques to test listening:

- Multiple choice
- Short answer
- Information transfer
- Note taking
- Partial dictation

However, in grade 10 examination the first three techniques are common to test listening comprehension which are discussed here.

- **Multiple choice**

In multiple choice items to test listening comprehension, the lead contains the problem being tested and the choice or alternative contains the distracter. One of the alternative is selected as the best answer by the student. The alternative must be kept short and simple.

- **Short answer**

Very short responses with one or two words or phrases are required for minimal writing from the students.

- **Information transfer**

This test item involves such activities as the labeling of diagrams or pictures, completing forms, showing routes on a map. It demands a

little bit productive skill.

Usually listening skill is tested only providing the students different types of recorded devices. They listen to the cassettes or text and show their understanding by performing the task according to the instructions given.

1.2 Review of the Related Literature

A number of Studies have been done in the field of listening skill, particularly on listening comprehension. Some of them are mentioned below.

Chapain (2006) carried out a research entitled "Problems in Teaching and Learning Listening skills: A Case of Lower Secondary Level." He wanted to find out the problems and their causes in teaching and learning listening skill. He found out that because of the lack of listening materials, a large number of students, the use of the mother tongue in the class rooms etc, the teaching and learning listening skill was difficult. He also concluded that the carelessness of the teacher and the different stress and intonation pattern of English language from mother tongue are also affecting negatively.

Neupane (2005) carried out research entitled "Proficiency in Listening Comprehension of PCL and HSL Students". He tested and compared the listening comprehension of PCL and HSL students. He found out that HSL students have better/higher proficiency in listening comprehension than the students of PCI.

Aryal (2001) carried out a research entitled "A study on Listening

Proficiency of Grade 10 Students of Gorkha district" to determine the comparative performance level in seen or unseen text. He found out that there was no significant difference in the performance of the students in seen and unseen texts.

Singh (2000) carried out a research entitled "A Study on Listening Comprehension of Grade Eight Students." He tried to compare the listening proficiency level of the students of public and private school. The listening comprehension of the students of private school was found better than the students of public schools.

Though several studies have been carried out in the field of teaching and learning listening skill, none of them deals with the problems faced by the teachers and students of Higher Secondary level. This study will be different from the other studies in the sense that the researcher will try to find out the problems of teaching and learning listening skills and the reasons behind them.

1.3 Objectives of the Study

The study has the following objectives:

1. To find out the problems of teaching and learning listening skill in grade 10.
2. To find out the causes of those problems.
3. To suggest some pedagogical implications and recommendation on the basis of the findings.

1.4 Significance of the Study

The findings of the study will be significant to all the personnel who

are directly or indirectly involved in teaching and learning English as a second or foreign language. It will be useful for the students, teachers, textbook writers, syllabus designers, etc. This study will also be helpful for the further researchers.

1.5 Definitions of Specific Terms

Sign post Questions: The questions given to the students before presenting the text, which help the students to concentrate to the important information.

Live Materials : The actual voice of the teacher during the period of teaching language skill.

Teaching Materials: The materials, which can be used by the teacher at the time of teaching, which help the teacher to present the teaching item easily and the students to learn them effectively.

Skills: The ability of doing something well. Here, skills refer to four language skills, i.e. LSRW.

Recorded Materials: Those materials that have been recorded into a cassette from the speech of the people for teaching are known as recorded materials.

CHAPTER-TWO

METHODOLOGY

The researcher had adopted the following methodology to find out the problems and their causes in teaching and learning listening skill.

2.1 Sources of Data

The data for research were collected from both primary and secondary sources.

2.1.1 Primary Sources of Data

The primary sources of data were five high school English teachers and 40 students of grade 10 of Dadeldhura district. The researcher had also observed 15 English classes of listening. He had selected five schools to collect the data.

2.1.2 Secondary Sources of Data

The secondary sources of data were various books, journals, reports, articles and teaching materials. Some of the books were Littlewood (1991), Harmer (2003), Underwood (1989) and Munby (1978).

2.2 Population of the Study

The population of the study consisted of students of grade 10 and high school English teachers of Dadeldhura district.

2.3 Sampling Procedure

Five schools were non-randomly selected for data collection. One English teacher of each selected school was also non-randomly selected. Then eight students, four male, and four female, were selected randomly from each school and the total number of the students was 40.

2.4 The Research Tools

The researcher used two types of tools for the purpose of collecting data. They were:

2.4.1 Questionnaire

The researcher prepared two different sets of questionnaire, each for the students and teachers. Altogether 15 questions, consisting of both types of item, e.g. open ended and closed ended were prepared for the teachers and 10 questions were prepared for the students.

2.4.2 Checklist

The researcher prepared a checklist to find out the problems and the factors affecting the teaching learning listening skill. The checklist was used to fill the information while he was observing the teaching and learning of listening skill in the class room.

2.5 Stepwise Procedure of Data Collection

For data collection the researcher prepared the questionnaire for the students and the teachers and he also prepared a checklist for class observation. Then he visited the selected schools, where he explained the

main objectives of his programme to the concerned people. He requested the head teachers for permission. He also requested the English teachers to fill in the questionnaire and to teach listening skills so that the researcher could observe the class to fill up the checklist. After that the researcher randomly selected eight students, four male and four female in each school, took them in another room and asked them to fill the questionnaire.

In this way, the researcher collected data and thanked them for their kind cooperation

2.6 Limitations of the Study

The limitations of the study were as follows:

1. The study was limited to grade 10 students of Dadeldhura district only.
2. Only 5 teachers and 40 students were respondents.
3. Its main aim was to find out the problems in teaching learning listening skill and their causes, so the researcher has emphasized listening skill only.
4. Primary sources of data were emphasized.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION OF DATA

To find out the problems that create difficulty in teaching and learning listening skill the researcher collected data using questionnaire and observation checklist. The information collected with the help of both the tools is discussed in detail. The information is discussed under three broad sub-headings.

3.1 Responses of the Teachers

The researcher collected information with the help of the responses of the teachers to the questionnaire prepared for them. The information is discussed below.

3.1.1 Use of Teaching Materials by the Teacher

The researcher had tried to find out whether the teachers properly use the available listening materials and other supporting materials like pictures, teaching manuals and T.G. Three of the teachers stated that they have cassettes and cassette player but only two of them were found using them. None of the teachers was found using teaching manual, T.G. and self-made materials like charts, pictures etc. Three teachers were found using live materials because of the following reasons:

- Electricity was not available.
- Students were poor in the English language.
- Lack of interest of the teachers.
- Poor economic condition of the school.

3.1.2 Repetition of the Listening Text

The researcher had tried to find out how many times the teachers repeat the same text. The teacher responded differently. Three teachers repeated three times, one of them repeated twice and the other one repeated the text only once.

Table 1: Repetition of the Listening Test

Number of the repetition of the text	Number of teacher
3	3
2	1
1	1

The above table shows that the teachers were neglecting the stages of the teaching listening. Only 3 teachers were found repeating the text three times.

3.1.3 Use of Different Medium of Instructions by the Teacher in the English Class

From the classroom observation and the response to the question "How often do you use the English language in your classroom ?" The researcher was responded as below:

Table 2: Use of Different Languages by the Teacher

Language	The whole period	Half of the period	Sometimes
Target language	2	2	1
M.T. (Doteli dialect)	-	2	1
The Nepali language	-	2	1

From the above table it is found out that only the teacher of 2 schools used the English language throughout the class. In other schools the teachers were found speaking in the Doteli dialect which is their mother tongue and the Nepali language as well. The reasons behind the use of Nepali and the students mother tongue are:

- unclear voice of the cassettes.
- weak English background of the teachers and students both.
- lack of other supporting materials.

3.1.4 Techniques of Evaluating the Listening Skill

The answer of the question "How do you evaluate the listening skill ?" was as follows:

Table 3: Techniques of Evaluating Listening Skill

S.N.	Activities	Number of the teachers
1	Asking the students to do the exercise of the text book	5
2	Asking questions from different text orally	3
3	Letting them to ask each other	1
4	Completing blanks	3
5	Asking the students for role play	0

From the above table, it is clear that almost all the teachers depended on the activities given in the textbook. Three teachers were found asking oral questions not directly related to the text. From the actual classroom observation it was found out that none of the teachers made his students play the role and only one of them let his student to ask

each other. Only completing the exercises given after the text are not sufficient for the evaluation because the students can copy it from others.

3.1.5 Status of Giving Listening Test at the Final Examination

The researcher asked the teachers if they gave the listening test in the final exam. Only one out of five teachers responded positively. The cause of not giving listening test in final exam of previous years was that the teachers were not interested because of their students' poor English background. Most of the schools lacked listening materials so students could not be motivated to the listening skill. Eventually they neglect to test their students' listening skill in the final examination.

3.1.6 Teachers' View About the Listening Texts of Grade 10

The listening text should be according to the level, age and interest of the students to motivate them to this skill. When the researcher asked the teachers about their view, almost all of them responded similarly. They said that some of the listening texts are not matching the level, age and interest of the students. They suggested that there must be at least two listening texts in each unit. Now each unit contains only one listening text which is not sufficient. To make the students practice more, there must be much more listening activities which should include interesting pictures, charts, tables, related to the text.

3.2 Responses of the Students

The researcher collected information from the responses of the students, which is discussed below.

3.2.1 Attitudes of the Students Towards the Way of Materials Presentation

The researcher had tried to find out whether the students prefer teacher's voice or the recorded materials. Among 40 students only 15 students preferred recorded materials and 25 preferred teacher's voice, which is shown by the following table:

Table 4: Attitudes of the Students Towards the Listening Materials

S.N.	Listening materials	Number of the students	
		Like	Don't like
1	Recorded materials	15	25
2	Live presentation	25	15

Most of the students were found preferring live presentation because of the following reasons:

- They were unable to comprehend native and native like speech.
- Less exposure of the English language.
- They were not familiar with the native accents.

3.2.2 The English Language Environment Outside the Classroom

The researcher had tried to find out the situation in which the students can listen to the English language. He asked them if they listen to the English news on the radio and on T.V. Fifteen students said that they listen to the news sometimes, one said usually and 24 students said that they never listen to the English news. Only five students answered that they can sometimes listen to people speaking in English and 35 students have not listened to the English language except in the classroom. Most of the students did not get environment where they can

listen to and speak English.

Table 5: The English Language Environment

S.N.	English language environment	Number of the students		
		Usually	Sometimes	Never
1	T.V. news	1	15	24
2	Radio news	-	-	40
3	Other people speaking English	-	5	35

Above table shows that students have very little chances of having listening environment out of the class. So, they are weak in understanding the listening text of the English language.

3.3 Information Collected from the Observation

Although the researcher had mentioned that he would observe at least one listening class at each school in his research proposal, he observed 3 classes to obtain much information. So altogether 15 classes were observed. The information collected is presented below.

3.3.1 Availability of Listening Materials

The existing situation of listening materials found in 5 secondary schools is presented in the table below. The alphabet 'A' is used if the materials are available and 'NA' is used if the materials are not available in the selected schools.

Table 6: The Availability of Listening Materials in 5 Secondary Schools

S.N.	School's Name	Tape recorder & Cassettes	Teacher's guide	Text books	Listening texts	Electricity	Other materials
1	Sahashra H.S.S., Chamada	A	A	A	A	NA	NA
2	Mahendra H.S.S. Khalanga	A	A	A	A	NA	NA
3	Bhageshor S.S. Tantar	NA	A	A	A	NA	NA
4	Mounain School Bagbazar	NA	NA	A	A	A	NA
5	Balkalyan S.S. Public	NA	A	A	A	NA	NA

From the above table it is obvious that the availability of teaching listening materials was poor which caused a serious problem for teachers and students in teaching and learning listening skill. In the above table, it is clear that not a single school is equipped with all the materials needed for teaching and learning listening skills. Among 5 schools only Mountain Higher Secondary School has electricity but the researcher didn't find the cassettes and cassette player in that school. There were tape recorders and cassettes only in Sahashralinga H.S. School, Chamada and Mahendra H.S. School Khalanga, but unfortunately they had no electricity. The reasons found behind the lack of listening materials are: Poor economic condition of the school, carelessness of the school management and lack of the interest of subject teacher.

3.3.2 Classroom Situations and Management

The researcher observed the actual classes of listening skill to find out the information about the use of listening materials, techniques of

teaching listening skill and students' involvement. The information found is shown by the following table:

Table 7: Classroom Situations and Management

S.N.	Activities	Number of class
1	Use of the cassette player	6
2	Use of teacher's own voice	9
3	Repeating the text	9
4	Sufficient furniture	9
5	Following the stages of teaching listening	3
6	Presenting other supporting materials	0
7	Students able to solve the problems	10

From the above table, it is clear that most of the teachers used their own voices to teach listening text. Some of the schools were lacking sufficient furniture and three schools, Bhageshwor, Mahendra H.S. School and Mountain School, were situated in the middle of the densely populated area so the noise was affecting the class badly.

From the above table it is also clear that none of the teachers used other supporting materials like pictures. So, the students were found less motivated. Only 3 schools have sufficient furniture. In most of the classes, the teachers were not following the stages of teaching listening. Only 9 classes were found being repeated twice or thrice. Among 40 students only 10 students were found being able to solve the problems.

3.3.3 Use of Target Language by the Students

From the observation of the classes of different schools the

researcher found the following information about the use of language by the students.

Table 8: Use of Different Language by the Students

S.N.	Language	Percent of the students
1	Mother tongue (Doteli)	30%z
2	Target language	20%
3	Silent	50%

From the table it is obvious that only 20 percent of the students used the target language most of the time in the class. Out of the total students 30% used mother tongue and 50% remained silent. From this it is clear that the classes were not interactive. Most of the time the students were asking their teacher to explain the text in the Nepali language. Some of the students answered the questions orally in the Doteli dialect which is their mother tongue.

The classes seemed as if teachers were trying to complete the course contents but not teaching listening skill. So, it has become a challenging job for the teacher to teach the English language.

3.3.4 Stages of Teaching Listening Skill in the Classroom

The researcher wanted to know whether the teachers follow the stages of teaching listening skill or not. The information gathered from the classroom observation is as below.

Table 9: Stages of Teaching Listening Followed by the Teachers

S.N.	Activities	Number of the class
1	Pre-listening	3
2	While-listening	5
3	Post-listening	9

The table shows that out of the 15 classes only 3 classes were found where the teacher tried to follow all the stages of teaching listening skill. In most of the classes teachers just came into the classroom, asked the students to open the text and played the tape or read the written script themselves and then asked them to do the task.

3.3.5 Number of Students in Each School

The researcher collected the information of the number of students in each school for the session of 2064 B.S. which is presented in the following table.

Table 10: Number of Students in Grade 10

S.N.	School's name	Number of the students
1	Sahashra H.S.S., Chamada	31
2	Mahendra H.S.S. Khalanga	113
3	Bhageshor S.S. Tantar	83
4	Mounain School Bagbazar	43
5	Balkalyan S.S. Public	19

Above table exhibits that two of the school included in this study had a large number of students which might have problems in classroom management while teaching listening skill.

3.3.6 Teachers' Qualification and Variation of Teaching

The researcher collected the information of the academic qualification of the teachers of those selected schools.

Table 11: Academic Qualification and Experience of the Teachers

S.N.	School's name	Qualification	Experience year
1	Sahashra H.S.S., Chamada	M.A. B.Ed.	12
2	Balkalyan S.S. Public	B.A.	8
3	Bhageshor S.S. Tantar	B.L.	4
4	Mountain School Bagbazar	M.Ed.	1
5	Mahendra H.S.S. Khalanga	M.Ed.	4

The above table presents that 3 of the teachers were highly qualified for teaching English; only 2 schools were found having no trained teachers but it is very unfortunate to say that even the trained teachers were not found following the order of teaching listening skill. One of them was bachelor in law and the other was in arts who do not have any training in teaching English. One of the three trained teachers was trained in other subjects rather than English, although he had been teaching English for a long time. It shows that the schools were lacking the trained teacher.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

Based on the result of the analysis and interpretation of the data the researcher has come to list down the following problems and their causes for teaching and learning listening skill in grade 10.

- (1) Teaching materials are very essential for language teaching and learning. Regarding the listening materials, it was found out that only two schools had cassettes and cassette players. And none of the schools had other supporting materials like charts and pictures. Not of a single teacher had been preparing materials himself. The reasons behind these problems are as follows:
 - a) Weak economic condition of school.
 - b) Negligence of the school management and subject teacher.
 - c) Lack of practical emphasis on teaching this skill.
 - d) Lack of training for the teachers.

- 2) Although some of the schools had cassettes and cassette players, they were not using them properly. The teachers seemed to be neglecting them because:
 - a) Students were unable to understand the recorded voice.
 - b) Using battery is more expensive and there was no electricity in the classroom.
 - c) Because of the large number of the students it was not audible.

- 3) Because most of the teachers used their own voice for teaching listening, there was no music to motivate the students towards the listening text.
- 4) Only 3 teachers told that they repeat the text 3 times. Other 2 teachers were found neglecting the repetition of the text.
- 5) Here teaching listening refers to the teaching listening skill of the English language. The students need much exposure of the English language. But out of the five teachers two were speaking English most of the time, one was found to be speaking English half of the period, and the remaining two teachers were speaking in the mother tongue of the students. So, the students were not getting chances of listening exposure. The problem that English was not spoken in English classes also and the reason was students' weak proficiency level in understanding the target language.
- 6) Different teachers evaluated their students differently but most of them evaluated them by asking them only the activities given after the listening text. Two of the teachers were found asking orally and letting their students ask each other. Among 15 lessons the researcher found only one lesson in which the teacher prepared students for role play after listening the text.
- 7) Teachers were not found giving listening test in the final examinations. It was said that only the district level examination and the SLC board exam have been doing this.
- 8) Regarding the view of the teacher about the listening text they did not seem to be completely satisfied. They suggested the following

points:

- a) There must be more than one listening exercise in each unit.
 - b) The text must be supported with various pictures, charts etc.
 - c) The text should be according to the age, level and interest of the students.
 - d) The text must be preceded by the background information.
- 9) Because of the unfamiliar accents and less exposure of the English language most of the students preferred teacher's voice.
 - 10) The students were found having weak proficiency because almost all of the students said that they did not have the English language environment outside the classroom. They have very little chances of having listening to other people speaking English. Only few students opined that they sometimes could hear people speaking in English.
 - 11) The furniture was not sufficient in most of the schools. The students were unable to listen to the listening text clearly because some students were found sitting in the window.
 - 12) The researcher found that only two of the teachers used sign-post questions. Other 3 teachers just came into the classroom and started lessons without preparing their students for the text. Only 3 classes were found following all the stages of teaching listening skill.
 - 13) The large number of the students is also a very serious problem for teaching listening skill. Mahendra H.S.S. was found to have 113 students which caused the problem.

- 14) Regarding the academic qualification of the teachers only two were found to be well qualified, but one of them in Mountain school had just started his profession, who did not seem to be interested in teaching listening. Other teachers were found to have been working for a long period of time, but they were not trained in teaching English two of them were graduate in law and the other was bachelor in arts without English as a major subject.

4.2 Recommendations and Pedagogical Implications

- 1) Every school must be equipped with all the materials, such as cassettes, cassette players, teacher's guide, teaching manual and battery. Teachers should use T.G., teaching manual and they must manage the materials made by themselves also.
- 2) The teacher should use the recorded materials to familiarize his students with the native or native like accent. And the students must have more chances to practice.
- 3) Teachers should always keep in mind that music also plays the most important role in listening. Without music, listening activity might be monotonous. So, they should use recorded materials to their own voice including attractive music.
- 4) The teacher must evaluate their students after every listening text, using all the techniques suggested. For example multiple choice, short answer, note taking, etc. They must also ask questions orally, ask for completing the blanks and for playing the role.
- 5) To create the situation the teacher must use the target language

during the class.

- 6) Listening test should be given to the students of every class in the final examination.
- 7) Listening text should be according to the age, interest and level of the students. The text should be more attractive, having a lot of practice activities. The listening test must be increased in the text book and the time allotment of teaching listening must be increased also.
- 8) There must be some T.V. and radio programmes related to the students.
- 9) It is necessary to follow all the stages of teaching listening skill. The text should be repeated as often as the students need.
- 10) There must not be more than 40 students in a listening class. For this the government must provide more teachers and open more schools. The environment of the class, while teaching listening skill must be very peaceful. There must be sufficient furniture in the classroom.
- 11) All the teachers must be selected according to their subject. For English they must be trained in teaching English. They should be skilled and experienced to create the situation in the classroom. They must use only the English language while giving instructions.

REFERENCES

- Bhattarai, G.R. 1999. *Methods of Teaching English*. Kathmandu: Ratna Pustak Bhandar.
- Brown, H.D. 1994. *Principles of Language Learning and Teaching*. New Jersey: San Francisco State University.
- Doff, A. 1996. *Teaching English: A Training Course for Teachers*. Britain: CUP.
- English (New Textbook), Grade 10*. 2057. Sanothimi, Bhaktapur, JEMC Ltd.
- Formative Assessment Package. Secondary Level, Grade 10*. 2057. Sanothimi, Bhaktapur, CDC.
- Harmer, J. 2003. *English Language Teaching*. London: Longman.
- Hornby, A.S. 2006 (7th ed.). *Oxford Advanced Dictionary*. New York: Oxford.
- Little wood, W.T. 1981. *Communicative Language Teaching*. UK: CUP.
- Munby, J. 1978. *Communicative Syllabus Design*. Cambridge: CUP.
- Nunan, D. 1992. *Research Methodology in Language Learning*. UK: CUP.
- Nunan, D. 2001. *Designing Tasks for the Communicative Classroom*. UK: CUP.
- Rai, V.S. 1998. *ELT Theories and Methods*. Kathmandu: Bhundi Puran.

- Richards J.C. and T.S. Rodgers. 2001. *Approach and Methods in Language Teaching*. UK: Cambridge University Press.
- Richards, et al. 1985. *Longman Dictionary of Applied Linguistics*. London: Longman.
- Phyak, P.B. and B.K. Sharma, 2006. *Teaching English Language*. Kathmandu: Sunlight Publication.
- Sthapit, et al. 1994. *B.Ed. General English*. Kathmandu: Authors.
- Underwood, M. 1989. *Teaching Listening*. London: Longman.
- Ur., P. 1996. *A Course in Language Teaching*. Cambridge: CUP.

APPENDICES

APPENDIX-1

List of the name of the teachers included in the research work

- | | | |
|----------------------------|---|------------------------------|
| 1. Bhoj Raj Ayer | - | Sahashra H.S.S., Chamada |
| 2. Chandra Bahadur Kaini | - | Bhageshor S.S. Tantar |
| 3. Datta Ram Pant | - | Mahendra H.S.S. Khalanga |
| 4. Ganesh Raj Paneru | - | Mounain H.S. School Bagbazar |
| 5. Surendra Singh Bhandari | - | Balkalyan S.S. Puilek |

APPENDIX-2

List of the Students

S.N.	Name of the student	School
1	Ratna Kumar Ayer	Sahashra Ling H.S.S. Chamada
2	Rajendra Prasad Joshi	Sahashra Ling H.S.S. Chamada
3	Tirtha Raj Bhatta	Sahashra Ling H.S.S. Chamada
4	Dropati Kumar Ayer	Sahashra Ling H.S.S. Chamada
5	Sharathi Kumar Khati	Sahashra Ling H.S.S. Chamada
6	Ganga Kumari Ayer	Sahashra Ling H.S.S. Chamada
7	Laxman Ayer	Sahashra Ling H.S.S. Chamada
8	Nab Raj Pandey	Sahashra Ling H.S.S. Chamada
9	Manoj Thapa	Mahendra H.S.S. Khalanga
10	Kalawati Pandey	Mahendra H.S.S. Khalanga
11	Diwakar Shahu	Mahendra H.S.S. Khalanga
12	Sakuntala Kumari Ayer	Mahendra H.S.S. Khalanga
13	Asmita Jairu	Mahendra H.S.S. Khalanga
14	Bhagwati Thakurathi	Mahendra H.S.S. Khalanga
15	Janak Raj Pant	Mahendra H.S.S. Khalanga
16	Mohan Raj Joshi	Mahendra H.S.S. Khalanga
17	Krishna Bhatta	Bhageshor S.S. Tantar
18	Indu Kumari Joshi	Bhageshor S.S. Tantar
19	Dilli Raj Pandey	Bhageshor S.S. Tantar
20	Bindu Joshi	Bhageshor S.S. Tantar
21	Manju Joshi	Bhageshor S.S. Tantar
22	Nilu Shanki	Bhageshor S.S. Tantar
23	Bhuwaneshwri Pathak	Bhageshor S.S. Tantar

24	Tirtha Upreti	Bhageshor S.S. Tantar
25	Laxmi Kumari Bhatta	Balkalyan S.S. Puilek
26	Nirmala Kumari Joshi	Balkalyan S.S. Puilek
27	Tikeshwori Kumari Bhatta	Balkalyan S.S. Puilek
28	Janaki Kumari Bista	Balkalyan S.S. Puilek
29	Saroj Kumar Bhandari	Balkalyan S.S. Puilek
30	Bal Bahadur Mahar	Balkalyan S.S. Puilek
31	Santosh Damai	Balkalyan S.S. Puilek
32	Dili Raj Bhatta	Balkalyan S.S. Puilek
33	Gyanu Kathjayat	Mountain B.H.S.S. Bagbazar
34	Sanjeeta Pant	Mountain B.H.S.S. Bagbazar
35	Sachin Bista	Mountain B.H.S.S. Bagbazar
36	Niraj Bogati	Mountain B.H.S.S. Bagbazar
37	Surendra Awasthi	Mountain B.H.S.S. Bagbazar
38	Suraj Pant	Mountain B.H.S.S. Bagbazar
39	Shanti Ayer	Mountain B.H.S.S. Bagbazar
40	Janaki Ayer	Mountain B.H.S.S. Bagbazar