

CHAPTER ONE

INTRODUCTION

1.1 General Background

The purpose of language is communication and language learning is to make the learners to communicate in that language. During communication the participants need different language skills, viz. listening, speaking, reading and writing. During the communication, the above skills are used. Generally, these skills are classified as receptive; skills and productive skills. The skills which are used to receive some ideas, information etc. are classified as receptive skills. They are listening and reading. After listening or reading, we get some information, ideas, etc. But these skills are productive as well in some circumstances. Another category is productive. The skills which are used to produce some effect, message, information etc. are called productive skills. They are speaking and writing.

Scrivener (2005, p.29) opines that teachers normally think of there being four important macro language skills: listening, speaking, reading and writing. Listening and reading are called receptive skills (the reader or listener receives information but does not produce it): speaking and writing, on the other hand, are the productive skills. Skills are commonly used interactively and in combination rather than in isolation, especially speaking and listening. So, teaching language means teaching its four language skills, viz listening, speaking, reading and writing in particular. Listening and speaking are considered as primary language skills whereas reading and writing as secondary language skills. Sometimes speaking and writing are called the ‘active/productive’ skills and reading and listening are called the ‘passives/receptive’ skills. In the words of Harmer (1991, p.16) ‘speaking and writing involves language production and, therefore often regarded as ‘productive skills’. Listening and reading, on the other hand, involves receiving

message and are, therefore, often regarded as ‘receptive skills’. He further argues that very often, of course language users employ a combination of skills at the same time. Speaking and listening usually happen simultaneously, and people may well read and write at the same time when they make notes or write something based on what they are reading.

Awasthi et al . (2009, p. iii) states “English is a widely used medium of communication for different purposes, not only the vehicle of writing or reading British or American literature”. The value of English is so much that it has fascinated a large mass of people all over the world.

Harmer (2008) writes:

Language is about communication, and perhaps that is why philosophies and techniques for learning language seem to develop and change in tune with the societies which give rise to them. Teaching and learning are very human activities they are social just as much as they are (in our case) linguistic (p.9).

Above discussion reveals that language teaching has changed in many respects. Since the language teaching has many ups and downs in its patterns and trends. It is very mutually related with the teaching language skills. Among four language skills, listening is the first and most important skills. So, teaching listening requires so many materials to improve the language. However, the bitter fact is most of the government aided schools in the remote area of Nepal has no materials related to the language skills.

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.

Ledeser (1991, p.1) 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."

Language teaching is not restricted within the four wall of classroom or within boundary of school, it goes beyond that. The main purpose of teaching English is to develop communicative competency in the learner and to enable them to communicative in English language.

If we give short look on language teaching in general and English language teaching in particular the act of teaching any subject matter is usually based on an analysis of the nature or the subject and the application of teaching and learning principles drawn from research and theory in educational psychology. Regarding this, Richards and Rodgers (2003, p. viii) clearly state that "the result is generally referred to as a teaching methods or approach by which we refer to a set of core teaching and learning principles together with a body of classroom practices that are derived from them. Language teaching brings various theories and concepts into practice as body part of learning principles. Principles are drawn from the theory and investigation which has become an indispensable part of language learning. Language teaching has changed in its many respects as the change in time".

The patterns and trends of language teaching heavily depend upon the contemporary society and time. Whatever in the new body of knowledge appears must be included in language teaching. If we see the brief methodological history of language teaching method, it provides background for discussion of contemporary methods and suggests the issues. For this Richards and Rodgers (2003) clearly says:

Changes in language teaching methods through out history have reflected recognition of changes in the kind of proficiency learners'

need, such as a move toward oral proficiency rather than reading comprehension as the goal of language study ; they have also reflected changes in theories of the nature of language and language learning (p.1).

It is important to note that every change brings new kinds of proficiency that learners need. Every year language teaching is receiving large number of new changes and new norms to cope with the changes. Thus, to overcome those norms and well acquaint with language teaching has to change according to its norm. Similarly, Kelly (1969) and Howatte (1984, p. 28) have demonstrated that many current issues in language teaching are not particularly new. Today's controversies reflect contemporary responses to questions that have been asked often through out the history of language teaching.

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 language in Nepal which is important because of the development of science and technology.

Teaching English in Nepal was first started in 1910 B.S. Now a days, it is taught as a compulsory subject from grade one to bachelor level and as a major subject from certificate to master' level at the faculties of Education, Humanities and Social Science, but the ELT situation in Nepal is not satisfactory. The outcome of teaching and learning English could not have gained the expected goal, developing communicative competency in the language, because Nepalese learners lack sufficient practice in learning English language. There is no proper balance among all the four skills of language while being taught (Chapain, 2006, p. 22).

Though all the four skills are equally important, listening as a prerequisite 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 activities. 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 day, the importance of the listening skill is felt and listening in English was introduced by Nepal education planning 2049 in secondary curriculum. While talking about intermediate level the listening activities are included in the evaluation. In spite of all the above efforts, the students are unable to gain the objective of the listening skill because listening and speaking skills are rarely practiced in those classes.

1.1.3 Teaching Language Skills

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

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 analysis and interprets the oral signals and tries to respond in spoken form. There are two aspects of listening skill, Underwood (1989, p.11). 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 processes of understanding the meaning of spoken language. It is the analysis of the utterance into segments and identified the linguistic units.

According to Underwood (1989, p. 13), listening involves an active cognitive processing. It involves the construction of message on the basis of what has been spoken and what the listener already knows about the topic at hand. So, listening is an active process of perceiving the linguistic signals.

It is very difficult to define listening. However it is defined as an active and creative process of paying attention to get meaning from something we hear. To develop communicative efficiency in language students need to understand the listening activities.

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 messages directed to them from radio, T.V. etc.

1.1.4 The Importance of Listening

Listening is the creativity 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, and not simply to understand the words themselves. As speaker saying 'you are late' e.g., may be wishing to convey anyone of a range of meanings. Simply stating the fact that you have arrived late, or complaining because he/she had to wait, or expressing surprise because he/she did not expect you to arrive late. What the speaker means lies only partly in the words spoken and you as the listener must recognize and interpret the other factor which are used to convey the message to you.

According to Underwood (1998, p.1), no one knows exactly how listening works or how people learn to listen and understand. It is a skill which seems to develop easily for mother-tongue listening, but requires considerable effort where listening in a foreign language is concerned.

1.1.4.1 Listening Situation and Purposes

Many learners of English will find themselves sooner or later in a variety of situations where they will need or want to listen to English being used in real life for a range of purposes. What these situations are will depend on where they are living working, holidaying etc. And the reasons for listening will be many and varied, depending on what they need and wish to do. According to Kathleen Galvin (1985), there are five main reasons for listening and the reasons our students will have for listening generally fall under one or other of these categories:

- a. to engage in social rituals
- b. to exchange information
- c. to exert control
- d. to share feelings

e. to enjoy yourself.

Most listening occurs in the course of conversation. Each participant in a conversation switches role and becomes alternately speaker and listener. The main aim of oral language teaching is generally to enable our students to participate fully and comfortably in conversation, both as speakers and as listeners.

According to Underwood (1989, p. 5), other listening situations for which we should prepare our students include:

-) Listening to live conversations in which one takes no part;
-) Listening to announcements;
-) Listening to the news, weather fore cast etc. on the radio;
-) Listening to the radio for entertainment;
-) Watching television for entertainment;
-) Watching a live performance of a play;
-) Watching a film in a cinema;
-) Listening to records;
-) Attending a lecture;
-) Listening on the telephone;
-) Following instructions;
-) Listening to someone giving a public address;

It is worth establishing which of these listening situations are likely to feature largely in our students lives and to bear this in mind when planning listening work

1.1.5 Problems in Learning Listening

Whatever the reasons for these problems, it is important to recognize the features of the spoken language and to understand how they affect language learners, so that they can be born in mind when selecting and using listening

materials and activities. Underwood (1989, p. 16) mentions the following problems in learning listening:

a. Lack of control over the speed

Many English language learners believe that the greatest difficulty with listening comprehension, as opposed to reading comprehension, is that the learner can not control how quickly a speaker speaks.

b. Not being able to get things repeated

Another difficulty associated with controlling the 'input' is that the listener is not always in a position to get the speaker to repeat an utterance recorded material is under the control of the listener, and can be played over and over again. But unfortunately, in many learning and teaching situations the decision about whether or not to replay a recording or a section of a recording is not in the hands of the learner.

c. The listeners limited vocabulary

For people listening to a foreign language an unknown word can be like a barrier causing them to stop and think about the meaning of the words and thus making them miss the next part of the speech.

d. Problems of interpretation

Sharing common meanings and assumptions makes communication possible. Students who are unfamiliar with the context may have considerable difficulty in interpreting the words they hear even if they can understand their surface meaning.

e. Inability to concentrate

Inability to concentrate can be caused by a number of things, but in listening work it is a major problem, because even the shortest break in attention can

seriously impair comprehension. If students find the topic interesting they will find concentration easier.

Outside factor may well make concentration difficult, too, if recorded material is being used, an inferior machine or poor recording can make it very hard for the students.

f. Established learning habits

Traditionally, teachers have aimed to teach their students to understand everything in the English lesson, and have gone to considerable trouble to ensure that they do, by repeating and pronouncing words carefully, by grading the language to suit their level, by speaking slowly and pausing frequently. Because of this, students are worried if they fail to understand particular words or phrase when they are listening and become discouraged by their lack of success.

1.1.6 Kinds of Listening Skill

According to Harmer (2008, p. 303), there are two kinds of listening skills. They are as follows:

- a) Extensive Listening
- b) Intensive Listening

a) Extensive Listening

Extensive Listening helps students to acquire vocabulary and grammar. Extensive listening will usually take place outside the classroom: in the students' home, car or on personal Mp3 players as they travel from one place to another. Material for extensive listening can be obtained from a number of sources. Many simplified readers are now published with an audio version on cassette or CD. These provide ideal source of listening material.

In order for extensive listening to work effectively with a group of students or with groups of students, we will need to make a collection of appropriate tapes, CDs and podcasts, clearly marked for level, topic and genre-through John Field thinks that it is very difficult to judge the difficulty of a text and therefore, difficult to grade listening (Field 2000b, p.195).

The keenest students will want to listen to English audio material outside the classroom anyway and will need to little encouragement to do so. Many others, however, will profit from having the teachers give them reason to make use of the resources available. We need to explain the benefits of listening extensively and come to some kind of agreements about how much and what kind of listening they should do.

In order to encourage extensive listening we can have students perform a number of tasks. They can record their response to what they have heard in a personal journal or fill in report forms which we have prepared, asking them to list the topic, assess the level of difficulty and summarize the contents of recording. We can have them write comments on cards which are kept in separate comments box, add their responses to a large class listening poster or write comments. The purpose of these on any other tasks is to give students more and more reasons to listen. If they can share their information with colleagues, they will feel they have contributed to the progress of the whole group. The motivational power of such feelings should not be underestimated.

Harmer (2008, p. 304) mentions, "many teachers use audio material on tape, CD or hard disk when they want their students to practice listening skills". This has a number of advantages and disadvantages.

Recorded material allows students to hear a variety of different voices a part from just their own teachers. It gives them an opportunity to meet a range of different characters, especially where real people are talking.

Audio materials are portable and readily available. Tapes and CDs are extremely cheap and machines to play them are relatively inexpensive. Now that so much audio material is offered in digital form, teachers can play recorded tracks in class directly from computers.

For all these reasons, most course books included CDs and tapes, and many teachers rely on recorded materials to provide a significant source of language input.

In big classroom with poor acoustics, the audibility of recorded materials often gives cause for concern. It is sometime difficult to ensure that all the students in a room can hear equally well. Another problem with audio tape in the classroom is that everyone has to listen at the same speed, a speed dictated by the recording, not by the listeners.

In order to counteract some of the potential problems described above, we need to check audio and machine quality before we take them into class.

If students are to get the maximum benefit from listening, then we should replay it two or more times. Since with each listening they may feel more secure, and wish each listening they will understand more than they did previously. As the researcher John Field suggests, students get far more benefit from a lot of listening text (Field 1998a, 2000b).

Harmer (2008, p. 306) says, "a disadvantage of audio tape was that students all had to listen at the same speed that is the speed of the audio tape, rather than at their own listening speed". Nevertheless, there are things we can do about this:

Some teachers get students to control the speed of recorded listening. They tell the teacher when they want the recording to be paused and when they are happy for it to resume. Alternatively, a student can be at the controls and ask his or her classmates to say when they want to stop or go on.

It is possible that students may feel exposed or embarrassed when they have to ask the teacher to pause the recording. One possible way of avoiding this is to have all students listen with their eyes closed and then raised their hands if they want the recording to stop.

If we have the space or resources, it is a very good idea to have students listen to different machines in small groups. This means that they can listen at the speed of a small group rather than at the speed of the whole class.

In a language laboratory all the students can listen to material at the same time if they all in lockstep. However, a more satisfactory solution is to have students working on their own. All students can work with same recorded materials, but because they have control of their own individual machines, they can pause, rewind and fast forward in order to listen at their own speed.

b. Intensive Listening (live listening)

A popular way of ensuring genuine communication is live listening, where the teacher and/ or visitors to the class talk to the students. This has obvious advantages since it allows students to practice listening in face-to-face interaction and especially, allows them to practice listening, repair strategies.

Students can also, by their expressions and demeanour, indicate if the speakers is going too slowly or too fast. Above all, they can see who they are listening to and respond not just to the sound of someone's voice, but also to all sorts of prosodic and paralinguistic clues. Harmer (2008, p. 307) proposed the following forms of live listening:

i) Reading aloud

The teacher can also read or act out dialogues, either by playing two parts or by inviting a colleague into the classroom. This gives students a chance to hear how a speaker they know well would act in different conversational settings.

ii) Story- telling

Teachers are ideally placed to tell stories which, in turn, provide excellent listening material. At any stage of the story, the students can be asked to predict what is coming next, to describe people in the story or pass comment on it in some other way. And as we have suggested, re-telling stories is a powerful way of increasing language competence.

iii) Interviews

One of the most motivating listening activities is live interview, especially where students themselves think up the questions. In such situation, students really listen for answers they themselves have asked for-rather than adopting other people's questions. Where possible, we should have strangers visit our class to be interviewed, but we can also be the subject of interviews ourselves.

iv) Conversations

If we can persuade a colleague to come to our class, we can hold conversations with them about English or any other subject. Students then have the chance to watch the interaction as well as listen to it. We can also extend story telling possibilities by role playing with a colleague.

1.1.7 Role of the Teacher in Learning Listening

As with all activities, we need to create students engagement through the way we set up listening tasks. We need to build up students' confidence by helping them listen better, rather than by testing their listening abilities. We also need to acknowledge the students difficulties and suggest way out of them. Harmer (2008, P. 307) clearly states the following roles of the teacher while teaching listening:

i) Organizer

We need to tell students exactly what their listening purpose is and give them the clear instruction about how to achieve it. One of our chief responsibilities will be to build their confidence through offering tasks that are achievable and texts are comprehensible.

ii) Machine operator

When we use audio material, we need to be as efficient as possible in the way we use the audio player. With a tape player this means knowing where the segment we wish to use is on the tape, and knowing, through the use of the tape counter, how to get back there.

iii) Feedback organizer

When our students have completed the task, we should lead a feedback session to check that they have completed it successfully. We may start by having them compare their answer in pairs and then ask for answers from the class in general or from pairs in particular.

iv) Prompter

When students have listened to a recording for comprehension purpose, we can prompt them listen to it again in order to notice a variety of language and spoken features. Sometimes we can offer them script dictation to provoke their awareness of certain language items.

Further Underwood (1989; P. 21) in his book "Teaching listening" mentioned the steps to take when planning the listening work for the class:

a. Before the lesson

-) Choose the listening text;
-) Check that the level of difficulty of the activities if you need to;

-) Consider whether the listening work your planning will fill the time available;
-) Thinks about visual aids;
-) Decide whether any special equipment will be needed.
-) Make up your mind what procedure you will adopt for the listening session;
-) If you are planning to present the listening text "live" practice reading it aloud.

b. During the lesson

You can create and maintain an encouraging class atmosphere by:

-) Being available to give help whenever it is needed but not inflicting help on those who do not need it. This may be at any stage during the lesson.
-) Encouraging the students to help each other, so that the emphasis is on the successful completion of the tasks rather than one who got it 'right' or 'wrong'.
-) Not treating the activities as tests to be marked and scored.
-) Encouraging the students to alter their answers if they wish to, perhaps after listening for a second time.
-) Encouraging students to jot down odd words, ideas and thoughts as they are doing their listening works.
-) Suggesting that the students use dictionaries when it would prove helpful.
-) Including lots of pair-and group work.
-) Making listening work enjoyable.
-) Leaving out part of the work rather than rushing.
-) Giving immediate feedback.

1.1.8 The Components of Listening Skill

Underwood (1989, p.9) states the following components of listening skill:

i. The sounds

In English, just as in other languages, there are sounds which are unknown or unusual for foreign listeners, and which they may therefore fail to distinguish from other similar sounds or even fail to hear at all.

Learners may have difficulty with the vowel sounds of English and need practice in distinguishing between them e.g. 'sit/seat', 'foot/food'. If the teacher had been asked to repeat the phrase, he would, of course, have pronounced it more precisely and the students would probably then have been able to sort out the meaning. This example demonstrates the needs for such students to learn what happens to sounds in continuous speech so that they can associate what they hear with the language they already know in its written form.

ii. The intonation and stress

The English language derives much of its rhythm from the use of stress syllables. The purpose of stress is to highlight words which carried a main information the speaker wishes to convey, and changing the stress can alter the meaning of an utterance even where the words remain the same.

iii. The organization of speech

Speaking is a creative process. Speakers are almost always in the position of formulating what they are saying as they go along and adjusting what they are saying as a result of the behaviour of their listeners or as a result of added thoughts of their own. There is, therefore, no certain way of knowing how a speakers' speech will be organized.

iv. Pauses and fillers

The pauses which occur in speech give the listener time to think about what has just been said and to relate it to what has gone before. At the beginning of their courses, students will find it easier to listen to speakers who, whilst speaking at their normal speed make quite long pauses between the ‘bits’ of their utterances.

1.1.9 Techniques of Teaching Listening

Without appropriate technique, teaching is monotonous and boring. So, language teaching without appropriate technique never be successful. To teach listening Underwood (1989, p. 31) mentions the three techniques while teaching listening:

a. The pre-listening stage

- The teacher giving background information;
- The students reading something relevant;
- The students looking at pictures;
- Discussion of the topic/ situation;
- A question and answer session;
- Written excises;
- Following the constructions for the while listening activities;
- Consideration of how the while listening activity will do.

b. The while-listening stage

- Making/checking items in pictures;
- Storyline picture sets;
- Putting picture in order;
- Completing pictures;
- Picture drawing;
- Carrying out actions;
- Making models/ arranging items in patterns;

- Following a route;
- Completing grids;
- Form/ chart completion;
- Using lists;
- True or false;
- Multiple choice question;
- Gap filling etc.

c. The post-listening stage

- Form/ chart completion;
- Extending lists;
- Sequencing/ grading;
- Matching with a reading text;
- Extending notes into written responses;
- Summarizing;
- Using information from the listening text for problem solving and decision making activities;
- Jigsaw listening;
- Identifying relationship between speakers;
- Establishing the mood/ attitude/ behaviour of the speaker;
- Role play/ simulation;
- Dictation;

1.2 Literature Review

Neupane (2005) carried out research entitled "Proficiency in Listening Comprehension of PCL and Higher Secondary Level 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 PCL. His objective was to find out the proficiency in listening between PCL and Higher Secondary Level Students.

Chapain (2006) carried out a research work entitled "Problems in Teaching and Learning Listening skills: a case of lower secondary level." He wanted to find out the problems and the causes in teaching and learning listening skill. He found out that there were lack of listening materials, large number of students and the use of mother tongue while teaching listening. He also concluded that the carelessness of the teacher and the different stress and intonation pattern of English language from their mother tongue are also affecting negatively.

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 were 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 school.

Though several studies had been carried out in the field of teaching listening skills, none of them dealt with the use of audiotape at the secondary level. This study is differ from the other studies in the sense that I tried to find out the use of the audiotape for teaching listening skill.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i) To explore the use of audiotape in the classroom while teaching listening skill.
- ii) To suggest some pedagogical implications based on the findings of the study.

1.4 Significance of the Study

The findings of the study will be significant to all the personals who are directly or indirectly involved in teaching English. The findings mainly helpful to teach listening comprehension at school level. It also be useful for the students, teachers, text book writers, syllabus designers, listening and speaking test for SLC exam etc.

CHAPTER TWO

METHODOLOGY

To fulfill the objectives of the study, the following methodology was taken into consideration.

2.1 Sources of Data

The sources of the data for this research were collected using both primary and secondary. They are:

2.1.1 Primary Sources of Data

The primary sources of this study were the 5 secondary schools, 5 English teachers of the selected schools and 60 students of grade nine from above mentioned schools of Achham district. The data from primary sources was collected observing 40 classes, 8 classes of each school was observed.

2.1.2 Secondary Sources of Data

The secondary sources of data were various books, theses related to the present research. Some of them included: Littlewood (1989), Harmer (2008), Sealey (2010), Underwood (1989), Bitchner (2010), Scrivner (2005), Richards (2002), Brown (1994), Kumar (2006), Awasthi (2009).

2.2. Population of the Study

The population of the study consisted of Grade 9 students and 5 English teachers of selected schools of Achham district.

2.3. Sampling Procedure

I selected five secondary schools for data collection. The total sample size consisted of 5 secondary level English teachers working in a resource center of Achham district and 60 students studying in grade nine in same resource

centre. In the case of students, 6 girls and 6 boys were selected through simple random sampling procedure from each school.

2.4 Tools of Data Collection

Two sets of questionnaire and checklist form had used as research tools for selecting the required information for the study. Both close-ended and open-ended questions had included in the questionnaires. The items in the questionnaire were related to the use of audiotape in English language teaching classes.

2.4.1 Observation

I observed forty classes while teaching listening.

2.4.2 Questionnaire

I prepared two different sets of questionnaires for the students and teachers. There were 15 questions for teachers and 15 questions for students consisting of both open-ended and closed-ended.

2.5 Process of Data Collection

I used the following procedures to collect the data from the primary sources.

I visited the selected secondary schools one after another, and talked to the authority and built rapport relation to carry out this study. Then I kindly requested the English teachers to take a class of teaching listening. I observed the class of the teachers, while teaching listening and tried to identify methods of teaching listening and discussed the current trends of teaching listening. Then I administered the questionnaire schedule for the English teachers and students regarding the task that researcher would wanted to find out.

2.6 Limitations of the Study

The research study had the following limitations:

- i. The study was only for listening comprehension.
- ii. The study was limited within 60 students of 5 secondary schools.
- iii. The study was limited to find out the use of audiotape within one resource centre of Achham district.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

To find out the use of audio-tape in teaching and learning listening skill, I collected data using questionnaire and observation forms. 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

I collected information with the help of the responses of the teachers. The information is discussed below:

3.1.1 Use of Audio-Tape by the Teachers

I tried to find out whether the teachers properly use the audio-tape and other supporting materials like pictures, teaching manuals, cutouts etc. Three English teachers said that they have audio-tape and cassettes but only two of them were found using them. None of the teachers were found using other teaching materials. They told reason behind not using audio-tape for listening comprehension because of the following reasons:

-) Lack of interest of the teachers;
-) Students are very poor in the English language;
-) Poor economic condition of the school;
-) Lack of knowledge to use audio-tape;
-) Comprehension problem of listening text;
-) Listening and speaking are neglected;

) Reading and writing are focused.

3.1.2 Repetition of the Listening Text

The researcher had tried to find out how many times the teacher repeats the same text. There is no uniformity in responses between two teachers. One teacher repeated 2 times and next one repeated three times and three of them never use and repeat.

Table 1: Repetition of the Listening Text

No of the repetition of the text	No. of teacher
3	1
2	1
-	3

According to the above table, they are neglecting the stages of the teaching listening. Only one teacher was found repeating the listening text three times, next one repeated two times and three teachers were found not using and repeating the listening text.

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

From the classroom observation and the responses to the questions “How often do you use the target language in your classroom?” listed as below:

Table 2: Use of Different Languages by the Teachers

S.N.	Language	The Whole Period	Half of the Period	Sometimes
1	Target language	1	2	2
2	MT (Achhami dialect)	2	2	1
3	The Nepali Language	2	2	1

From the above table it is found out that only the teacher of one school use the English language throughout the class. In other schools, the teachers were found speaking in the Achhami dialect which is their mother tongue and the

Nepali language as well. The reasons behind the use of Nepali language and the students' mother tongue are:

-) Lack of English exposure
-) No habit to speak English
-) Large classes
-) Weak English background of the teachers and students.
-) Lack of 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	KHSS	SSS	MSS	BSS	GSS
1	Asking the students to do the exercises after listening audiotape		x	x	x	x
2	Asking questions from different text orally.			x	x	x
3	Letting them to listen the tape			x	x	x
4	Completing blank spaces after listening			x	x	x
5	Conversation between students		x	x	x	x

From the above table, it is clear that most of the teachers don't use audio-tape after completion of the lesson. They leave listening exercises telling students

that there are no materials available related with the listening text. Two teachers were found asking oral questions not directly related to the text. From the classroom observation, it was found out that two schools use audiotape in the classroom out of 5 schools. In above mentioned activities, one school was found that listening has been evaluating properly. Another school was also found using audiotape in the class but don't focus on evaluating listening. It was found out that three schools neglecting listening skill. They were not following the Secondary Level English Curriculum.

3.1.5 Condition of Listening Test at the Annual exam

I asked the teachers if they have been taking the listening test in the final exam. Only two teachers out of five responded satisfactorily. The reason behind not taking listening test in annual exam of previous year was that the teachers were not interested because of their students' poor English background. Three schools do not have audiotape except two school. School Administration is not aware about the importance of teaching listening materials. One of the main problem of negligence of teaching listening is traditional way of teaching learning method. Eventually, they neglect to test their students' listening skill in the final examination. They allocate the number of listening test at the final exam according to the students' number scored by the written paper.

3.1.6 Attitude of teachers on listening text

The teachers of these schools had different attitude towards the listening text of secondary level. Some of the teachers had been teaching English using G.T. method. When researcher asked about their view on listening text, they told that listening text should be according to the level, age and interest of the students to motivate them. 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 text in each unit. Up to now, each unit contains only one listening text which is not sufficient. They also suggest that there must be sufficient listening materials which ministry of education should develop the

policy to provide teaching listening materials to the government schools of Nepal where teaching listening is poor. To teach listening skill effectively, there must be audiotape, cassettes, electricity English environment, use of target language in the classroom etc.

3.2 Students' responses

I collected information form the response of the students, which are discussed below:

3.2.1 Students' attitude towards Audiotape

The following table shows the attitude of the students towards audio tape. It is shown by the following table.

Table 4: Students' Attitudes Towards Audiotape

S.N.	Listening materials	No. of students			
		Like	%	Dislike	%
1	Audio tape	15	25%	45	75%
2	Teacher's voice	45	75%	15	25%

I tried to find out whether the students prefer teacher's voice or audiotape. Among 100% students, only 25% students preferred audio tape and 75% preferred teacher's voice because others have no habit of listening audiotape.

3.2.2 The English Language Environment outside the Classroom

The English language environment outside the classroom is shown by the following table:

Table 5: The English Language Environment

S.N.	English language Environment	No. of students					
		Usually	%	Sometimes	%	Never	%
1	T.V. News	-	0%	-	0%	60	100%
2	Radio News	3	5%	15	25%	42	70%
3	Other people speaking English	-	0%	6	10%	54	90%

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. 25% students said that they listen to the news sometimes, 5% said usually and 70% students said that they never listen to the English news. Because the lack of electricity, there is no access of T.V. and computer. So 100% of the students answered together that they have never watched and listened English news on T.V. 10% students answered that they can sometimes listen to people speaking in English and 90% students have not listened to the English language except in the classroom. Most of the students did not get English exposure when they can listen and speak English.

3.3 Information collected from the observation:

I mentioned at least eight listening classes at each school in this research proposal to obtain much information. So, altogether 40 classes were observed. The information collected from the observation were presented in the following sub-topics :

3.3.1 Availability of listening materials

It is obvious that the availability of teaching listening materials were poor which have caused a serious problem for teachers and students in teaching and learning listening skill. It is clear that not a single school is equipped with all the materials needed for teaching and learning listening skill. None of the schools have electricity. Among 5 school, Kalika Devi HSS and Shisu Sudhar

Secondary School have audio tape and cassettes but Shisu Sudhar Secondary School has not been evaluating listening skill properly. The reasons behind the lack of listening materials are:

-) Poor economic condition of the school;
-) Carelessness of the headmaster;
-) Carelessness of the subject teachers;
-) Lack of the electricity etc.

3.3.2 Classroom situation 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 out from the observation is shown as table below :

Table 6: Classroom Situations and Management

S.N.	Activities	No. of classes	%
1	Use of audiotape	16	40%
2	Repetition of the text	4	10%
3	Sufficient furniture	2	8%
4	Following teaching listening stages	1	5%
5	Use of other supporting materials	-	0%
6	No. of students able to exercise after listening	15	37%

It shows that most of the teachers don't give priority to listening skill. From the above table, it is also clear that none of the teachers used other supporting materials like pictures, newspaper cutouts etc. So, the students were found less motivated. Two schools have furniture to some extent. In most of the classes, the teachers were not following the stages of teaching listening except only one school. 10% of the classes were found being repeated twice. Out of 100% of

the students 37% of the students were found being able to do the exercise after listening audiotape.

3.3.3 Use of target language by the students

From the observation of the classes of different schools, I found 15% of the students use the target language most of time in the class. Out of the total students 45% use mother tongue and 40% remain silent. From this, it is clear that the classes were not interactive. Most of the students ask the teacher to translate the next into Nepali language. Some of the students answered the questions orally in the Achhami 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 teachers to teach the English language.

3.3.4. Stages of Teaching Listening Skill in the Classroom

I wanted to know whether the teachers were following the stages of teaching listening skill or not. The information gathered from the classroom observation was that out of 40 classes, 8 classes were found where the teacher tried to follow all the stages of teaching listening skill. Shisu Sudhar Secondary School was found out using pre- and while listening stage neglecting post-listening stage. On the other hand, 24 classes were found out that the teachers have not been following any stages.

CHAPTER FOUR

FINDING AND RECOMMENDATIONS

4.1 Findings

Based on the analysis and interpretation of the data I arrived at the following findings:

1. It was found out that two schools had audio tape and cassettes. Not a single teacher prepared any supporting materials for listening skill.
2. It was found that English is not used as a medium of instruction even in teaching English.
3. It was found that 75% students did not like audio tape while teaching listening. 75% students preferred teachers voice.
4. It was found out that the teachers were not repeating the listening text time and again.
5. In the research period, it was found that listening skill was not evaluated as a part of internal evaluation or mock tests.
6. Teachers of those schools were found not giving listening test in annual exam in class nine and sent up test of the SLC.
7. It was found out from the teacher responses that there were no same attitude of the concerned authorities of the school on listening text.
8. While teaching listening, it was found out that 40% of students hesitated to participate in listening because of the lack of extra-curricular activities.

4.2 Recommendation and Pedagogical Implications

The present examination system gives less emphasis on listening skill. On the basis of the above findings, the following recommendations are made.

1. I recommend that all schools definitely use the tapes, cassettes and other supporting materials prescribed by CDC to improve listening comprehension.
2. I recommend to use target language as a medium of instruction while teaching English; particularly listening skill as mentioned in the text book given each and every chapter.
3. I recommend to participate all the students in listening activities. So they can prefer to listen audio tape.
4. I would like to recommend the teachers to repeat the prescribed cassettes according to the needs of students.
5. Test should be taken of the listening activities after playing the cassette.
6. Teachers of these schools should take listening test of annual exam and sent up test of the SLC.
7. There should uniformity in the attitude of the teachers and in teaching listening skill as a compulsory component of ELT.
8. It is recommended that the teachers should provide enough practice among students in listening and speaking activities creating harmonious and learning by doing environment.
9. It is recommended to use students centered method and avoid hesitation of the students participating them in extra-curricular activities.

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APPENDIX – I
QUESTIONNAIRE TO THE STUDENTS

Dear students,

As a part of research, I am carrying out a research entitled "A study on the use of audio-tape for listening comprehension at the secondary level," under the guidance of Dr. Tapasi Bhattacharya, Reader of Department of English Education, T.U. I would be grateful if you could kindly fill in the following questionnaire. All the information collected through the questionnaire will be used for the research purpose only.

Name (Optional):

School:

Level:

Use of audio-tape in learning listening

1. Our English teacher uses audiotape in the class.
 - a. Agree
 - b. Disagree
 - c. Undecided
2. I prefer listening audiotape in the classroom.
 - a. Agree
 - b. Disagree
 - c. Undecided
3. I feel difficulty responding exercises after listening.
 - d. Agree
 - e. Disagree
 - f. Undecided
4. Our teacher come always in the class carrying tape and cassette.
 - a. Agree
 - b. Disagree
 - c. Undecided

5. We do exercises after listening text.
 - a. Agree
 - b. Disagree
 - c. Undecided
6. Our teacher plays the tape again and again after listening to us.
 - a. Agree
 - b. Disagree
 - c. Undecided
7. I don't understand language recorded in the cassette because the language played in the cassette is beyond my level.
 - a. Agree
 - b. Disagree
 - c. Undecided
8. Voice of the cassette is audible from the last bench.
 - d. Agree
 - e. Disagree
 - f. Undecided
9. There is listening environment apart from your English class.
 - a. Agree
 - b. Disagree
 - c. Undecided
10. We listen English news on TV and radio.
 - a. Agree
 - b. Disagree
 - c. Undecided
11. I can understand my teachers language but not cassette player.
 - a. Agree
 - b. Disagree
 - c. Undecided
12. Our teacher make the listening class enjoyable.
 - a. Agree
 - b. Disagree
 - c. Undecided

13. We are familiar with listening test.

- a. Agree
- b. Disagree
- c. Undecided

14. Listening tests are taken every year in the annual exam.

- a. Agree
- b. Disagree
- c. Undecided

15. Listening materials are available in our school.

- a. Agree
- b. Disagree
- c. Undecided

16. I get many opportunities to develop listening comprehension in school.

- a. Yes []
- b. No []

If yes, please mention the possible opportunities you will gain learning listening.

.....
.....

APPENDIX –II

QUESTIONNAIRE TO THE ENGLISH TEACHER

Dear sir/madam,

As a part of my research, I am carrying out a research entitled "A Study on the Use of Audio-tape for Listening Comprehension at the Secondary Level" under the guidance of Dr. Tapasi Bhattacharya, Reader of Department of English Education, T.U., I would be grateful if you could kindly fill in the following questionnaire with true information. All the information collected through the questionnaire will be used for the research purpose only and your identity will be kept highly confidential.

Use of audio-tape in teaching listening.

1. Using audio-tape is interesting and beneficial material for teaching listening.
 - a. Agree
 - b. Disagree
 - c. Undecided
2. Listening test is taken as a part of the examination
 - a. Agree
 - b. Disagree
 - c. Undecided
3. One of the crucial points in teaching listening is to cope with listening comprehension rather than merely presenting them as it is.
 - a. Agree
 - b. Disagree
 - c. Undecided
4. To understand the listening text I should go through the stages of teaching listening.
 - a. Agree
 - b. Disagree
 - c. Undecided

5. I don't feel any challenges to teach listening skill.

- a. Agree
- b. Disagree
- c. Undecided

6. Teachers have to perform his activities clearly on the basis of three stages viz. pre-listening, while-listening and post-listening.

- a. Agree
- b. Disagree
- c. Undecided

7. Is there any disturbance made by students while playing audio tape.

- a. Yes []
- b. No. []

If yes, please mention the causes of disturbance.

.....
.....

8. Teachers can select those activist which have optimal benefits in teaching listening.

- a. Agree
- b. Disagree
- c. Undecided

9. Getting active participation of teacher in teaching listening is effective.

- a. Agree
- b. Disagree
- c. Undecided

10. Students better understand the listening text when teacher translate it into Nepali.

- a. Agree
- b. Disagree
- c. Undecided

11. What are the possibilities of being successful in teaching listening? Please mention them.

.....
.....

12. Is there any alternative material apart from audiotape for listening comprehension?

a. Yes []

b. No. []

If yes, mention.

.....
.....

13. Students understand teachers' voice than the voice of audiotape.

a. Agree

b. Disagree

c. Undecided

14. To comprehend the listening text, classroom should be acoustic.

a. Agree

b. Disagree

c. Undecided

15. Most of the teachers leave listening text given in every unit of textbook telling its not our job.

a. Agree

b. Disagree

c. Undecided

APPENDIX – III

CLASS OBSERVATION FORM

Name of the teacher:

Name of school:

Experience:

Qualification:

1. Pre-Listening Activities

Activities	Excellent	Good	Average	Poor
a. Student motivation				
b. Giving background information				
c. Discuss with topic/situation				
d. Choosing the listening text				
e. Checking the level of difficulty				
f. Considering time available				
g. Making up mind adopting procedure of listening session				

2. While-Listening activities

Activities	Excellent	Good	Average	Poor
b. Giving help whenever it is needed				
c. Encouraging the students to help each other				
d. Encouraging students to jot down odd words and idea				
e. Doing lots of pair work and group work				
f. Making listening enjoyable				
g. Immediate feedback				
h. Carrying out actions				
i. Asking students to				
- arrange items				
- complete charts/form				
- do true/false				
- do multiple choice questions				

3. Post-listening activities

Activities	Excellent	Good	Average	Poor
a. Problem solving and decision making				
b. Using information from the listening text				
c. Matching with a reading text				
d. Identifying relationship between speakers				
e. Role playing/simulation				
f. Summarizing listening text				

