

**Research paper**

# **An Assessment of Teachers' attitudes, Practices and Challenges of Teaching Listening Skill in Two Selected High Schools in Wolaita Zone, Ethiopia**

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**This study was aimed at investigating teachers' attitudes, their current practices and challenges in teaching listening skill in grade 9 at two selected high schools: Bogale Walelu and Sodo Secondary High Schools in Wolaita Zone, Ethiopia. The researchers observed that students in the selected schools could not understand/listen the target language during the teaching-learning process. Students hardly communicated with their teachers in the target language. The researchers used descriptive research design and mixed approach to assess the problem. To gain pertinent data from 1,885 total student population, 520 students and 10 teachers were selected. The findings indicated that teachers in the selected schools do have wrong attitudes towards teaching listening skill. Due to their keenness to join universities, both teachers and students focus on the parts that get high attention in school leaving examinations. Thus, the practice of teaching listening skill is neglected. Some teachers think listening skill is taught while students are learning other parts like vocabulary, grammar and other skills. Lack of listening labs, radios, tapes; lack of teachers' interest to teach listening skill, lack of students' interest to learn the skill because this skill is not included in the national examinations in Ethiopia are all some of challenges. Teachers do not teach and assess the listening skill independently unlike other skills. Based on the findings and conclusion, recommendations are forwarded.**

**Key words:** Listening skill, assessment, teachers' attitudes, practices, challenges, neglected, interest, Wolaita Zone

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## **INTRODUCTION**

Listening is the most significant part of communication as it is pivotal in providing a substantial and meaningful response in our daily interaction. Huan (2009) also states that as a means of communication, listening plays an important role in people's life. Especially in learning a

language for communicative purpose, listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, syntax and the comprehension of messages conveyed can be based solely on tone of voice, pitch and accent; and it is only

possible when we listen. Without understanding input appropriately, learning simply cannot get any improvement. In addition, without listening skill, no communication can be achieved. In contrary, listening skill has historically received only minimal consideration in the teaching of English as a Second/Foreign Language (ESL/EFL); however, it remains one of the most important skills in language learning (Berne (1998); Clement (2007); Oxford (1993); Rubin (1994).

For non-native English speakers (NNES), listening is the first encounter with the target language in their language learning journey Berne (2004). Also, mastering listening comprehension is the first step towards fully acquiring a second language (L2) or foreign language (FL) Liu (2009).

However, in spite of the importance of developing listening comprehension abilities, L2 learners are rarely taught how to listen effectively Berne (2004); Vandergrift (2007). In English as Second Language (ESL) and English as Foreign Language (EFL) fields in early decades, the focus of research and pedagogy on listening was primarily on testing learners' abilities to listen to oral discourse and then answer comprehension questions based upon the information, without instruction in skills or strategies for completing such tasks Field (1998).

Even until the 1970s, there were no textbooks particularly for teaching listening skill in a second language. It was assumed that learners' abilities to comprehend spoken language would automatically improve in an inductive way, through practice. In other words, learners would develop listening skill with exposure to the oral discourse through repetition and imitation Clement (2007). In recent years, however, a growing body of literature indicates that the focus has shifted to the use and development of language learning strategies Berne (2004); Carrier (2003); Chamot (2004); Clement (2007); Graham, Santos, & Vander plank (2011); Liu (2009).

Even though we do have various specific skills under the listening skill, in this paper, the researchers presented as a single skill.

## **STATEMENT OF THE PROBLEM**

We went to Bogale Walelu and Sodo Secondary Schools to collect some data for other study few months ago. In English Language teaching classroom, we observed that students hardly listen and understand what their teachers speak. Students could not communicate with their teachers in English Language. We were puzzled why this happened, and later we decided to assess teachers' attitudes, practices and challenges of teaching listening skill in the schools. The main aim of teaching listening skill is to make students listen uttered

text and respond in the right way, or simply to communicate without difficulty in and outside the classroom.

Again as university lecturers, we teach listening skill. According to the curriculum, we use a set of books so as to familiarize students with the existing theoretical aspect of the skill and several strategies used to improve their listening skill in English language. In addition, we also use other authentic teaching aids, such as video and audio sound, word and sentence level practice tapes, movies on tape and BBC and VOA (Special English for Learners) news, stories on radio, etc. in our listening skill course.

In more than five years of teaching, we have found that it is very difficult for our students to understand English through listening. In language learning, when we talk about five basic skills: listening, speaking, reading, writing and translating, we always put "listening" at the beginning of them. That is because listening is the most important skill of the five and also the basic way of receiving language input. As we know, we can speak sensibly only if we understand what is said. In fact, people cannot talk if they cannot hear other people's talk. That simply means if there is no enough language input, there is no output. No deaf person can speak clearly because he cannot hear clearly, so listening skill is one of the basics of learning languages and acquiring it is very important in language learning. Moreover, with the development of high technology, we rely on our ears to get information. There is no doubt that the speed of getting information is faster through listening than reading. Thus, it is crucial to improve the level of listening comprehension of our students.

Usually, in the lab, the students feel at a loss when listening to some new text. Over 50% of the students could not understand the meaning of the material after we play the tape for the first time. Expecting them to understand the material, we often give them some instructions and we play the tape twice or thrice; yet they do not understand it. And then, we sometimes have to stop the tape to explain the difficult or unfamiliar words and occasionally explain material sentence by sentence through the whole text. So, this is a serious problem because some students cannot understand the whole text after listening to the text three times in class. Furthermore, the students might gradually lose their self-confidence. They are afraid to go to the lab to listen to English Language. When they are face to face with English speaking people, they have little confidence in their listening comprehension abilities. Therefore, they may not understand them because they have to battle the psychological suggestion that they could not understand spoken English.

In some schools, there are no language laboratories to train the students the listening skill. Thus, they find listening activities strange even after joining universities.

When they join universities, they cannot adjust their learning very quickly. They still rely on their eyes instead of their ears to learn English. In fact, reading is different from listening; like writing is different from speech. The biggest difference is that speech consists of sounds. Listeners must know the sound system; otherwise, they cannot understand the speech. On the other hand, writing consists of neat and correct sentences, while speech does not.

Second, when English-speaking people speak English, they usually speak at a normal speed, but it is too fast for our students to follow. During listening, the students cannot choose a comfortable listening speed; they have to keep pace with the speaker's thinking process, so sometimes they do not even get the meaning of the first sentence, before the second sentence is read. Their results show that they have missed the whole passage.

Finally, the contents of the tape are not always familiar with our students. Some of them are not relevant to our students. Our students may lack the background knowledge about foreign countries and cultures, so they cannot understand the material, or they may misunderstand the meaning of the text. Generally speaking, according to (Haun, 2009) in Guan (2014), in foreign language classroom, listening comprehension has never drawn the same attention of educators... Thus, listening skill is given very low attention from both students and teachers though it has a huge importance. This indicates that the stakeholders should work hard beginning from material preparation and contextualizing the material otherwise it would be boring for both the teachers and learners.

## RESEARCH QUESTIONS

- What are teachers' attitudes towards teaching listening skill?
- What do the current practices of teaching listening skill look like in the selected high schools?
- What are the challenges that hinder teaching listening skill?

## OBJECTIVES OF THE STUDY

The major objective of the study was to assess teachers' attitudes, their current practices and challenges in teaching listening skill. In this regard, the following specific objectives were designed:

- ✓ to examine teachers' attitudes, towards teaching listening skill
- ✓ to assess what the current practices of teaching listening skill look like in the selected secondary schools

- ✓ to find out the challenges that hinder teaching listening skill

## METHODOLOGY OF THE STUDY

### Research Design

To conduct the study, the researchers used descriptive research design and mixed approach that is, both qualitative and quantitative methods. The main reason of this study was to investigate the teachers' attitudes, their current teaching practices and challenges of teaching listening skill in Sodo Secondary School and Bogale Walelu High Schools.

### Sample size

The subjects of the study were grade nine students of the two public high schools who were learning English Language. The total number of students in Sodo Secondary School was 975, and the number of students in Bogale Walelu Secondary School was 910. The sample size for this study comprised 520 students: 260 students were selected from each school, and ten teachers were selected from both schools.

### Sampling Technique

The researchers used purposive sampling method for selecting teacher participants. As to Ball, (1990) cited in Cohen, Manion & Morrison, (2007) "In many cases purposive sampling is used in order to access 'knowledgeable people', i.e. those who have in-depth knowledge about particular issues, may be by virtue of their professional role, power, access to networks, expertise or experience." The major concern of purposive sampling was to have in-depth comments from those who were in a position to give it. As the number of teachers was fourteen, the researchers decided to select 10 teachers who had longer years of experience in teaching English. The student sample was selected using simple random sampling technique.

### Tools for Data Collection

Tools of data collection used to collect the data from both teachers and students were questionnaire and interview. In addition to close ended questionnaire, interview was used to triangulate and get deeper information regarding the problem.

### Questionnaire

The questionnaire was used to gather quantitative data. It

covered three main areas: Teachers' attitudes, the current practices and challenges of teaching listening skill in actual classroom. The questionnaire was translated into Wolaita Language and Amharic for the reason that students can have a better understanding in their local languages.

### Interview

Interview is another tool that the researchers used to collect the qualitative data from the selected samples. As interview questions are open ended, they give the respondents a chance to see issues in diverse directions. Interviews are appropriate methods when there is a need to collect in-depth information on peoples' opinions, thoughts, experiences, and feelings. Interviews are useful when the topic of inquiry relates to issues that require complex questioning and considerable probing (Easwaramoorthy & Zarinpoush (2006).

## RESULTS AND DISCUSSIONS

### Teachers' and Students' Responses for Questionnaire and Interview

Concerning teachers' attitudes towards teaching listening skill, majority of them 60% responded that they do not like to teach listening skill. The reasons the respondents mentioned in their interview were: Lack of equipments that assist the teaching of listening skill; students' poor interest towards learning listening skill; focusing of the Secondary School Leaving Examination on grammar, vocabulary, speaking, reading and writing etc. Item 21 in the above table 1 shows that most of the respondents (70%) do not encourage their students to learn listening skill. In the next item, majority of the teachers briefed the fact that they did not create awareness among students about the benefit of learning listening skill. Item 23 depicts that 80% of the respondents express the attitude of majority of the teachers' believe that they do not emphasize teaching listening skill because it is not included in the national examination.

As it can be seen in table 2 item No. 1, 80% of the teachers responded that listening skill lessons have been sufficiently presented in student textbook. This means that the student text book gives equal weight for listening skill as it presents other skills. In the next item, all teachers responded that they believe listening skill activities help students improve their language skills. According to their interview responses, teachers emphasized that it is difficult to improve language skill without listening skill. In item no. 3, 60% of the respondents claimed that they do not introduce unfamiliar words to students during pre-listening activities. In item

no. 4, 60% of respondents clearly indicated that they do not read/dictate the passage twice or thrice to help students understand. In their interview, they mentioned that the reason is students' listening skill should be tested in the first reading. In item no. 5, 80% of teachers responded that they skip/jump listening skill lessons provided in the textbook. As their interview indicated, the reasons for this are: Students' poor interest to learn this skill, shortage of time for teachers to cover the whole text book in the given calendar; exclusion of listening skill from Secondary School Leaving Examinations in the country. The interview revealed that students emphasize much in the other three skills than listening for the above reasons. Item no. 6 shows that 70% of the respondents agree that students do not ask questions during learning listening skill. As a main reason, teachers' interview indicated that most of the students do not understand what is being read by the teachers. The interview revealed that the students' background is very poor in English; thus, they fail to comprehend the listening text. If the listening material is especially done by a native speaker, students get nothing; one of the interviewee added. In item No. 7, 100% of the teachers responded that they read/dictate the text loudly when they teach listening skill. In the next item, (100%) all respondents indicated that they do not use recorded materials like tapes or television to teach listening skill. The reason for this is they lack resources like (tapes, cassettes, TV sets and other audio materials) for teaching listening skill as their interview indicated. In item no. 9, teachers expressed that they teach students listening skill sometimes only. According to their interview responses they rarely teach the listening skill. One of the interviewee explained that *"for instance, I don't teach listening part because there is no facility to teach this skill and my students are bored as I teach listening; of course they don't understand anything."* The other interviewee said *"I don't teach listening skill independently. They continue listening as I use English in the classroom to teach any portion during English language period"*. Item no. 10 revealed the fact that majority of the teachers (90%) do not assess students' listening skill as they do other skills: speaking, writing and reading. Their interview showed that they have never given any test of listening skill to their students. This shows that this skill is not given equal attention to others. In the last item of table 2, the respondents believe that they do not use make up or tutorial classes for students to practice listening. As per their interview, even if they give tutorial or make up classes, they use them for other skills, not for practicing listening skill.

Regarding challenges of teaching listening skill in actual classroom, in table 3, item no. 12, (100%) of the respondents depicted that in the schools there are no listening labs and materials like tape recorders, radios and TV sets. The interview responses also showed the

**Table 1.** Teachers' responses towards their attitudes of teaching listening skill

No.	<i>Teachers' attitudes towards teaching listening skill</i>	Yes		No	
		fr	%	fr	%
20.	I do not like to teach listening skill.	4	40	6	60
21.	I encourage my students to learn listening skill	3	30	7	70
22.	I created awareness to students the benefits of learning listening skill	4	40	6	60
23.	I do not emphasize listening skill because it is not included in the national examination.	2	20	8	80

fr=frequency %=percentage

**Table 2.** Teachers' responses towards current practices of teaching listening skill

No.	<i>The current practices of teaching listening skill</i>	Yes		No	
		fr	%	fr	%
1.	Listening skill lessons have been sufficiently presented in the students textbook.	8	80	2	20
2.	Listening skill activities help students improve their language skill	10	100	0	0
3.	I introduce unfamiliar words to students during pre-listening activities.	4	40	6	60
4.	I read/dictate the passage two or three times to students for better understanding.	4	40	6	60
5.	I skip/jump listening skill lessons provided in the textbook.	8	80	2	20
6.	Students ask questions during learning listening skill.	3	30	7	70
7.	I read/dictate the text loudly when I teach listening skill.	10	100	0	0
8.	I use teaching materials like tapes or television to teach listening skill	0	0	10	100
9.	I teach students listening skill sometimes.	6	60	4	40
10.	I assess students' listening skill.	1	10	9	90
11.	I use make up or tutorial classes for students to practice more.	0	0	10	100

fr=frequency %=percentage

**Table 3.** Teachers' responses towards challenges of teaching listening skill in actual classroom

No.	<i>Challenges of teaching listening skill in actual classroom</i>	Yes		No	
		Fr	%	fr	%
12.	In the school there is no listening lab and materials like tape recorder and TV.	0	0	10	100
13.	Students do have awareness about the benefit of listening skill.	0	0	10	100
14.	Students are interested in learning listening skill.	1	10	9	90
15.	English Language listening skill is very useful for students.	10	100	0	0
16.	Students are happy in the ways teachers use to teach listening skill.	3	30	7	70
17.	The environment is suitable to teach listening skill.	2	20	8	80
19.	Students do have access to learn listening skill.	1	10	9	90

fr=frequency %=percentage

absence of these materials harm students' learning of the skill. In item no. 13, all respondents (100%) teachers expressed their beliefs that students do not have

awareness about the benefit of listening skill. The interview showed that teachers do have strong belief about the importance of listening skill, but students

perceive that it is not much important like other skills. One of the interviewees said that the government/Ministry of Education gave less attention for listening skill in facilitating important equipments for teaching the skill; listening skill is the most ignored one among others, the teacher emphasized. In item no. 14, majority of the respondents (90%) believe that students are not interested in learning listening skill. According to teachers' interview, the reason for this is that grade 9 students emphasize other three skills which Secondary School leaving Exam focuses up on. Item no. 16, shows that majority of the teachers believe that students are not happy in the way teachers teach this skill. Though most of the teachers skip listening part in the student text, sometimes when teachers teach listening, they read the listening text, and students are not happy with this way of teaching of listening. In item no. 17 of table 4 (80%) of the respondents state that the environment is not suitable to teach listening skill, which means that there is no access or facility for learners to practice listening skill.

Regarding students' questionnaire responses to the current practices of teaching listening skill, 92% of the sample students responded that listening skill lessons have been sufficiently presented in the student textbook. It means that it is equally treated like other skills in the text, and its frequency is similar to that of others. In item No.2, 94% of the students are convinced that listening skill activities help them improve their language skills. In the same way, students' interview disclosed that the listening skill activities do have a paramount importance in developing their language skills. In item 3, 54% of the respondents said that their teachers introduce unfamiliar words for them during pre-listening activities. This is the right procedure and the first step to the listening lesson. It gives students clues and motivates them for the lesson which is going to be presented. Again in item no. 4, 57% of the respondents said that their teachers do not read/dictate the listening text/passage twice or more. They explained that their teachers read the listening text only ones. Item 5 shows that 91.5% of the respondents agreed that their teachers skip/jump listening skill lessons provided in the textbook. As the interview indicates, most of the teachers do not like to teach listening lesson in the classroom. Teachers perceive as if it is not helpful for the learners. Teachers simply rush to cover the bulky student text, one of the interviewee said. Another interviewee also added that lack of important equipments for teaching listening is another factor why teachers skip the listening lessons in the text. Item no. 6 shows that 52% of students do not ask questions during learning listening skill even if it is not clear. Students' interview responses showed that students do not comprehend the listening lessons when they learn them. As a reason for this, they explain that in lower grades, they did not learn as expected; therefore, they say that they do have very poor experience in listening. Item no. 7 also shows that 54% of the

respondents responded that teachers read/dictate the text loudly when they teach listening lessons. Thus, it shows the teachers voicing is not a barrier in learning listening. In item no. 8, 93% of the respondents indicated that their teachers do not use any recorded materials like tapes, radios or televisions to teach listening skill. Students in their interview said that this is a factor that affects their interest of learning the skill. In item 9, 91% of the total respondents clarified that their teachers do not continuously assess their listening skill like others. The interview depicted that their teachers focused on grammar, vocabulary, reading and writing. They give no value for the listening skill. This is the most challenging factor among others. One of the respondents emphasized that *"if teachers give due attention for the skill, we may be motivated to learn it; however, because they do not care for it, we go to other parts that teachers prefer to teach."* In Item 10, 90% of the students revealed the fact that teachers do not give students any make up or tutorial classes to practice listening. Item 11, shows that 70.5% of learners responded that their teachers do not teach them listening skill independently. In their interview, they expressed that they listen when their teachers present in English; apart from this, teachers do not specifically teach the listening lesson in the classroom; they simply leave them; they have made this a normal trend.

On the subject of challenges of teaching listening skill in actual classroom, as it is indicated in item no. 1 of table 5, 96% of the respondents assured that in the schools there are no listening labs and materials like tape recorders, radios and TV sets etc. In the next item, 58% of the respondents believe that they do have awareness about the benefit of listening skill. According to their interview, students are interested to learn listening skill, but due to teachers' reluctance to teach listening lessons and lack of equipments that can be used in learning this skill, they have developed a negative attitude towards this skill and this in turn has a negative effect in learning the skill. In item 3, majority of the respondents (54.8%) indicated that they are interested in learning listening skill. In their interview, they revealed the fact that they prefer to learn listening skill; however, the current way of teaching used by teachers is not encouraging, and most of the teachers do not at all teach it. They also indicated that the national examinations do not focus on listening. In item 4, 76% of the respondents believe that English Language is very difficult for them. The interviewed students explained that due to their poor experience of listening skill in lower grades, most of the students are not good at listening. *"Teachers in lower grades did not consider this skill as important."* one of the interviewee briefed. In item no. 5, 74%, respondents said that students are not happy in the way teachers teach listening skill. According to students and teachers interview, most of the teachers are not teaching this skill

**Table 4.** Students' Response to the current Practices of Teaching Listening skill

No.	The current practices of teaching listening skill	Yes		No	
		Fr	%	fr	%
1.	Listening skill lessons have been sufficiently presented in the student textbook.	480	92	40	8
2.	Listening skill activities help us improve our language skills	489	94	31	6
3.	Our teacher introduces unfamiliar words for us during pre-listening activities.	280	54	240	46
4.	Our teacher reads/dictates the passage two or three times for us for better understanding.	223	43	297	57
5.	Our teacher skips/jumps listening skill lessons provided in the textbook.	476	91.5	44	8.45
6.	If not clear, we ask questions during learning listening skill.	251	48	269	52
7.	Our teacher reads/dictates the text loudly when he/she teaches.	282	54	238	46
8.	Our teacher uses recorded materials like tapes, radios or television to teach listening skill.	35	7	485	93
9.	Our teacher continuously assesses our listening skill.	47	9	472	91
10.	Our teacher gives us make up or tutorial classes to practice listening.	51	10	469	90
11.	Our teacher teaches listening skill lesson in our class.	153	29.5	367	70.5

fr=frequency %=percentage

**Table 5.** Challenges of teaching listening skill in actual classroom

No.	The current practices of teaching listening skill	Yes		No	
		fr	%	fr	%
1.	In the school there are listening labs and materials like tape recorders, radios and TV sets.	21	4	499	96
2.	I do have awareness about the benefit of listening skill.	300	58	220	42
3.	I am interested in learning listening skill.	285	54.8	235	45.2
4.	English Language is very difficult for me.	395	76	125	24
5.	Students are happy in the way teachers are teaching listening skill.	135	25.9	385	74
6.	The environment is suitable to learn listening skill.	465	89.4	55	10.5

fr=frequency %=percentage

**Table 6.** Students' Response about Teachers' attitudes towards teaching listening skill

No.	Students' responses regarding teachers' attitudes towards teaching listening skill	Yes		No	
		Fr	%	fr	%
1.	My teacher likes to teach listening skill lessons.	121	23.2	399	76.7
2.	My teacher encourages me to learn listening skill.	165	31.7	355	68.2
3.	My teacher creates awareness on the benefits of learning listening skill.	298	57.4	222	42.6
4.	My teacher sees the importance of listening skill equal to other skills.	121	23.2	399	76.7

fr=frequency %=percentage

independently as a skill. Students just listen as teachers present other skills, grammar and vocabularies and speaking parts. In item no. 6, (89.4%) of the sample population responded that the environment is not suitable for them to learn listening skill. This means that students do not have access to practice listening skill. There is no language laboratory and other related equipments that can capacitate learning of the skill.

Pertaining to students' response about teachers' attitudes towards teaching listening skill, in item no. 1 of

table 6, 76.7% of the respondents expressed their feelings that their teachers do not like to teach listening skill lessons. Not only this, but also in item no. 2, majority of the respondents (68.2%) confirmed that their teachers do not encourage them to learn listening skill. In their interview, it is expressed that most of the English teachers pass the listening lessons due to the wish they do have to complete the book in the schools' academic year schedule. One of the interviewed students said that "Leave alone encouraging us, teachers do not consider it

as an important part of the book. This in fact affects our learning of the language." In item 4 of table 6, 76.7% of the respondents are convinced that their teachers do not see the importance of listening skill equal to that of the other skills. Students' interview showed that teachers bypass the listening skill lessons presented in their text book. This shows that teachers do not consider its importance equal to other skills, vocabulary and grammar lessons.

## CONCLUSIONS

Based on the analysis and discussions of assessment of current Practices and challenges of teaching listening skill, the following conclusions have been made: Concerning teachers' attitudes towards teaching listening skill, they do not like to teach it. The reason for this are: Lack of materials; students' poor interest towards learning listening skill; focusing of the Secondary School Leaving Examination on grammar, vocabulary, speaking, reading and writing etc. Teachers do not encourage their students to learn listening skill, and they do not create awareness among students about the benefit of learning listening skill.

With regard to teachers' responses towards current practices of teaching listening skill, the student text book gives equal weight for listening skill; however, teachers skip it for different reasons. Teachers do not assess the listening skill as they do others. Students emphasize the other three skills, vocabulary and grammar. The students' background is very poor in English; thus, they fail to comprehend the listening text. Teachers do not use recorded materials like tapes or television to teach listening skill due to lack of materials. Teachers do not teach the listening skill independently as they do other parts of the textbook. This shows that this skill is not given equal attention to others –reading, writing, speaking grammar and vocabulary.

Regarding challenges of teaching listening skill in actual classroom, the schools do not have listening labs and materials. This badly harms students' learning of the skill. Listening skill is the most ignored one among others according to the study. Students are not interested in learning it due to various reasons. The environment is not suitable to teach listening skill meaning-there is no facility for learners to practice the skill.

Teachers do not read/dictate the listening text/passage twice or thrice to help students understand better. Due to their keenness to join universities, both teachers and students focus on the parts that get high attention in school leaving examinations. Therefore, they focus on elements that may appear on General School Leaving Examinations. Lack of important equipments for teaching listening is another factor why teachers skip the listening lessons in the student text. They always read the

listening text orally with an Ethiopian accent. Teachers focus on teaching grammar, vocabulary, reading and writing. Teachers do not give students any make up or tutorial classes to practice listening. Teachers do not independently teach the listening lesson in the classroom; this has to be taken as a bad trend.

According to the study, students are interested to learn listening skill, but due to teachers' reluctance to teach the skill and lack of equipments, they have developed a negative attitude towards this skill, and this in turn has a negative effect in learning it. Most of the students believe that English Language is very difficult for them because they lack experience in listening English texts.

Pertaining to students' response about teachers' attitudes towards teaching listening skill, teachers do not like to teach listening skill lessons, and they do not encourage them to learn listening skill. Teachers bypass the listening skill lessons presented in their text book. This shows that teachers do not consider its importance equal to other skills, vocabulary and grammar lessons.

## RECOMMENDATIONS

Based on analysis, discussions and conclusions of the assessment of teachers' attitudes, practices and challenges of teaching listening skill, the researchers forwarded the following recommendations:

- ✓ Teachers and students should understand the importance of listening skill and give due attention.
- ✓ Teachers should not skip the listening tasks presented in the student text regardless of any reason.
- ✓ The schools and other stakeholders should fulfill labs and other equipments that assist the teaching and learning of listening skill.
- ✓ Teachers should encourage and create awareness among the students on the importance of this skill for their whole learning experience.
- ✓ Teachers must assess the students' listening skill as they do other skills, vocabulary and grammar.
- ✓ Teachers have to try to use the listening text in the native accent.
- ✓ Teachers should read the listening text/passage at least twice for the students for better understanding when assessing listening skill.
- ✓ Teachers should work on raising students' interest in learning listening skill, and they should have a positive attitude towards the skill.
- ✓ Teachers in lower grades should give attention for listening skill and help students practice.
- ✓ Teachers should be capacitated by short term trainings on how to teach and assess the listening skill.



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