

TEACHERS' BELIEFS AND PRACTICES OF TEACHING LISTENING: A TALE OF TWO SECONDARY SCHOOL TEACHERS

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ABSTRACT

One way of providing solution to English language learners listening skill problem can be focusing on EFL teachers' belief and practice of listening instruction. Even if teacher cognition researches provided substantial new insights in to what EFL teachers believe and do in practice very few studies have gathered evidence of what teachers believe and practice in the classroom for teaching listening. Thus the present study attempts to investigate two EFL secondary school teachers' belief and practice of teaching listening .Two EFL teachers who teaches in grade nine in University of Gondar Community School in 2018/19 were selected by purposive sampling for the study. Data was gathered through observation and unstructured interview. A qualitative approach was utilized to analyze the data gathered .The result showed that the EFL teachers' belief of teaching listening was fairly good where as their practice was found to be poor. It was seen that there is a gap between the teachers' belief and practice of teaching listening. Hence the study recommends EFL teachers to treat the listening sessions that are included in the textbooks regularly, to up to date themselves with the current methods of teaching listening so that they could benefit their students most, to use different techniques of teaching listening so that they can persuade their students about the importance of learning listening.

Key terms: *the Teaching of Listening, EFL teachers' attitude, EFL teachers' practice*

1. INTRODUCTION

1.1. Background of the Study

Listening is the ability to identify and understand what is said by others. This process involves understanding a speaker's accent or pronunciation, the grammar and vocabulary, and comprehension of meaning (Thomlison, 1984). Good listener is capable of doing these four things at the same time.

Listening as an active process in which students' listening competence can be extended by giving them oral tasks to carry out. O'Malley, Chamot & Kupper (1989) opined that what makes listening an *active* process is that listeners focus on selected aspects of the aural input and construct meaning by relating what they hear to their prior knowledge. Purdy (1997:8) defined listening as "the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal

and nonverbal), needs, concerns, and information offered by other human beings". Listening comprehension is an active process of constructing meaning and this is performed by applying knowledge to the incoming sounds (Buck, 2001). Lynch & Mendelsohn (2002) claim that listening comprehension consists of a variety of related processes such as oral word recognition, perception of intonation patterns and interpretation of the relevance of what is being said to the current topic. Listening comprehension is regarded as a complex, interactive process in which listeners are involved in a dynamic construction of meaning. Listeners understand the oral input from sound discrimination, prior knowledge of vocabulary, grammatical structures, stress and intonation, as well as linguistic, paralinguistic, or even non-linguistic clues in contextual utterance (Rost, 2002). So by listening students can develop lots of sub-skills subconsciously.

Listening plays a vital role in the acquisition of English. Research has shown that in daily life, forty to fifty percent of people's communication time is spent on listening (Vandergrift, 2004). Listening comprehension is important for foreign language learning because it allows learners to internalize language items through exposure to the target language (Brown, 2001). Therefore, for students who learn English as a second or a foreign language (SL or FL), it is necessary to improve their learning abilities of listening. Effective language learning cannot occur without receiving sufficient language input (Krashen, 1985; Peterson, 2001). Moreover, based on Krashen's input hypothesis, listening provides a comprehensible input for learners in communication, which assists people's understanding of the communicational information. Listening is a main avenue of such input.

Harmer (2007) stated that listening can be helpful for students in running successful communication. In the same vein, Nation & Jonathan (2009) surmised that listening is a bridge to learn a language. Having good ability in listening is one of the main skills that have to be mastered by language learners because it is strongly related to the communication process. The students' communicative competence successfully runs together with good listening skill of students. Good ability in listening is related to the ability of understanding, communicating, and responding what is listened. Morley (2001) proposed that listening is the most important skill for language learning because it is the most widely used language skill in normal daily life. Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% (Mendelsohn, 1994). In other words, communication will not run well if it is not supported by good ability in listening.

Students have to learn how to listen just as they have to learn how to speak, and therefore they should be exposed frequently, from the earliest stages of language learning, to listening comprehension activities. Rost (2002) claims that, listening not only create the right conditions for language development, but alsoit can provide enjoyment and stimulate cultural interests. Listening can be considered the fundamental skill to speaking, because without understanding the input at the right level, any learning cannot begin.

Even if listening has such kinds of importance for the students there are some factors that are needed to be considered for effective listening. Richards (2006) stated three advantages of integrating authentic materials in a classroom environment: (i) the culture of the target language is introduced, (ii) the use of real language is shown, and (iii) a more creative way of teaching is achieved. Richards (2005) suggests that listening materials should be based on a wide range of authentic texts, including both monologues and dialogues. In other words, real life listening materials assist listeners to be motivated highly to reach the communicative objectives, because language is a social phenomenon and authenticity is an important part of that whole. In this context, today via network-based multimedia, such as online audio and video, YouTube, podcasts and blogs present a wide range of opportunities to serve realistic goals.

The characteristic of spoken discourse is another factor which is important to understand the listening process as it poses special problem for listeners. Richards (2008) stated that spoken language related factors that affect listening like speakers speed, usage of many unfamiliar words, usages of unfamiliar accent, its being instantaneous and its linear structures. It also contains many ungrammatical, reduced, or incomplete forms; it also has hesitations, false starts, repetitions, fillers and pauses,

Still there are common difficulty of listening factors mentioned by Richards (n.d.) such as Listener's linguistic knowledge, knowledge of the co-text (what went before it), background knowledge, learner's motivation and interest in the topic, the cognitive load of the text (topic, text length, text type), lexical density, task difficulty, listeners listen word for word and lack cultural background knowledge.

It is widely admitted that listening comprehension is not merely the process of a unidirectional receiving of audible symbols, but an interactive process (Brown, 2001). In the comprehension process schemata (abstract textual structure listeners use to understand the text) is the guiding structure. Gilakjani & Ahmadi (2016) stated three modes of information processing: bottom-up processing, top-down processing and interactive processing. Bottom-up processing is activated by the new incoming data. Schemata are formed from the most specific at the bottom to the most general at the top. In this process, listeners decode the sounds from the meaningful units to complete texts. Therefore, phonemes are connected together to make words, words are connected together to make phrases, phrases are connected together to make utterances, and utterances are connected together to make complete and meaningful text. Certain incoming sounds trigger schemata formed in a listener's mind like the phonological knowledge, the morphological knowledge, and lexical and syntactical knowledge. The listener uses his knowledge of words, syntax, and grammar to work on form in the bottom-up processing (Rubin, 1994). This process is closely associated with the listener's linguistic knowledge.

On the other hand top-down processing uses background knowledge for understanding the meaning of a message. Top-down processing constructs general predictions based on general schemata and then looks for information to fit into these schemata. The listener actively constructs the original meaning of

the speaker using the new input (Nunan, 1998). The listener uses previous knowledge of the context within which the listening happens to comprehend what he/she hears. Context includes knowledge of the topic, the speaker or speakers, and their connection with the situation and with each other and previous happenings. If the incoming information is unfamiliar for the listener, one can't extract his/her schemata and he/she can only depend on the linguistic knowledge in listening comprehension. Thus, only depending on top-down processing may leads to the failure of comprehension (Carrell & Eisterhold, 1983).

The above two processes rarely operate independently, but rather interactively, and the context of and purpose for listening determines the extent to which listeners may use one process more than the other (Davis & Johnsrude, 2007). According to the interactive processing, top-down and bottom-up listening processing should be combined to each other to increase listening comprehension: "Massively parallel (...) [and] interactive" (McClelland & Elman 1981: 119). Instead of building understanding starting with either basic linguistic units or with the use of previous knowledge, listeners process the input in both directions simultaneously, so that top-down and bottom-up processes closely interact and influence each other (Rost, 2002). It has been substantiated that in proficient listeners top-down and bottom-up processes interact in such a way that deficiencies in information on one level are compensated for with the information provided on the other level (Peterson, 2001). The application of background knowledge information, contextual information, and linguistic information makes comprehension and interpretation easy.

Accurate and fluent listening relies on listeners' meta-cognitive knowledge of both bottom-up and top-down processing strategies and their ability to orchestrate appropriate "strategies in a continuous meta-cognitive cycle" (Vandergrift & Tafaghodtari, 2010: 470). This meta-cognitive cycle "involves the use of planning, monitoring, problem solving and evaluating to effectively regulate listening comprehension" (Vandergrift & Goh, 2012). Therefore, it is apparent that for successful L2 listening, learners have to be automatically engaged in several interactive strategic processes to construct meaning.

Vandergrift & Goh, (2012) stated that L2 listening instructional approach include process- and product oriented listening instruction .Field (2008) surmised that L2 instructors mainly relied on product-oriented approaches that focus primarily on the learners' abilities to answer listening comprehension questions. Similarly, Vandergrift and Goh (2012:4) stated that "listening in many language classrooms tends to focus on the outcome of listening," With listeners being asked "to record or repeat the details they have heard, or to explain the meaning of a passage they have heard" .While Such activities provide learners with listening experience and exposure, Field (2008) argued that when teachers merely focus on the product of listening, they do little to help learners develop their listening competence, as they are testing listening rather than teaching it.

On the other hand in the process-oriented approach as Field (2008) stated learners are assisted to explore and extend their capabilities to achieve an overall listening development. In this approach, most of the responsibility for developing listening skills rests with the students, guided by the teacher. It is truly student centered, and these activities can be very helpful for students. Vandergrift (2004) describes a process approach to listening instruction as: predict and listen, discuss and listen and Listen and reflect.

Gilakajani & Ahmadi, (2016) stated that listening activities try to prevent failure so that they can support the learner's interpretation of the text. A typical process-oriented listening lesson consists of three stages: pre-listening, listening, and post-listening (Underwood, 1989; Saricoban, 1999). For the listening lesson to be effective these stages should be performed well. Pre-listening Activities serves as warm up for listening which includes activating prior knowledge, reading the comprehension questions in advance, predicting content from the title, pictures maps or graphs, informing the type of text, the students role and the purpose of listening .

The While-listening activities are directly related to the text and listeners are asked to do these during or immediately after listening. Listeners who participate actively in the listening experience are more likely to construct clear and accurate meaning as they interpret the speaker's verbal message and nonverbal cues. During the listening experience students verify and revise their predictions. They make interpretations and judgments based on what they heard. Listening teacher may ask students to note down key words to work out the main points of the text. Students answer comprehension questions while listening to the text and select specific information to complete the table provided with the text (Underwood, 1989; Saricoban, 1999).

The Post-listening activities can be used to check comprehension, evaluate listening skill, use of listening strategies and use the knowledge gained to other contexts. It includes activities such as relating it to the pre-listening activity such as predicting, offer students opportunities to connect what they have heard to their own ideas and experiences, and encourage interpretive and critical listening and reflective thinking. May extend the topic and help the students remember new vocabulary. Using notes made while listening in order to write a summary, reading a related text, doing a role play, writing on the same theme, studying new grammatical structures, practicing pronunciation, discussion group, craft project etc. are some post-listening activities. Each activities in the three stages should give purposes such as :general information, specific information , cultural interest, the organization of ideas ,sequence of events ,lexical items ,structural items and functional items (Saricoban,1999) .

Nevertheless, it is evident that listening plays a significant role in the lives of people, the teaching of the listening lessons provided in the student's textbook is less emphasized and the role played by the teachers to encourage the students to learn listening skills is inadequate. (Andualem, Dagne& Demelash, 2017).

One way of providing solution to English language learners listening comprehension problem can be focusing on EFL teachers perception and practice of teaching listening skill .Teachers' cognition encompasses the mental lives of teachers, how these are formed, what they consist of, and how teachers' beliefs, thoughts and thinking processes shape their understanding of teaching and their classroom practices (Borg ,2006).

Teacher's beliefs can reflect their own teaching philosophy in actual teaching activity. Several studies, however, suggest that teachers' self-expressed teaching beliefs that they claimed before do not always match with their practice (Farrell & Bennis, 2013). Put simply, if teachers do not practice what they preach, then that is problematic. Dobson & Dobson (1983:21) believe that "any real improvement in schooling will occur only when teachers are experiencing beliefs-practice congruency". Therefore the awareness of the congruency of beliefs and practices may better help teachers who put teaching training they received into practice, improving teaching efficiency. What is more, although teacher cognition research has provided substantial new insights into what EFL teachers believe and do in practice, very few studies have gathered evidence of what teachers do in the classroom for listening (Graham, 2017).

In fact, local studies were conducted in the area of listening skill; for example, listening strategies in collaborative discourse (Birhanu, 1993), an investigation of classroom listening comprehension teaching practice in relation to the new grade 11 English course books (Haregewoin,2003),the practice of teaching listening skill (Muluken,2008),lecturer's and students perceptions of the effectiveness of teaching listening skills to EFL students (Mulu,2016),teachers' and students' attitude and implementations of listening skill in secondary schools(Andualem *et al.* ,2017).Even if the literature reminds the importance of investigating perception and practice of EFL teachers to listening instruction there are no local studies that investigate the teachers' belief and practice of teaching listening skill in particular as per the researcher concerned. To this end, this qualitative research aimed at investigating the belief and practice of teaching listening in Ethiopian Secondary Schools.

1.2. The Problem

Lynch (2009) holds that teaching of listening comprehension has long been somewhat neglected and a poorly taught aspect of English in many EFL programs; it is now regarded as much more important in both EFL classrooms and second language acquisition research. Listening involves an active process of deciphering and constructing meaning from both verbal and non-verbal messages (Nunan, 1998). Thus, labeling listening as a passive skill is quiet wrong. This misunderstanding may stem from the fact that students simply asked to do comprehension questions from what is being listened. It is evident that listening is not a passive skill as it demands a number of complicated processes on the part of the learners

Listening is the basic tent of language learning in which other language skills are dependent. It is the first language skill that comes before speaking, reading and writing (Cook, 2001). It is a kind of input to which learners must be exposed for understanding and producing the language. Listening is central to the lives of students throughout all levels of educational development (Feyten, 1991). Listening is the most frequently used language skill in the classroom (Ferris, 1998). Listening skills are increasingly impacting students' learning on the other three language skills (Bozorgian 2012).

Even if, the literature championed the importance of listening skill as it is the first to be acquired as an input and as it is the base for academic success, the researcher in her own long experience of teaching observed that listening lessons are not valued even if the curriculum inculcated it. Nunan (1998) called listening a “Cinderella Skill,” as Cinderella did not have a voice in the classic fairytale. Listening has not always been given the same degree of importance as the skills of speaking, reading, and writing in SLA. He added that many students today do not have listening skills and are passive in their response to listening. Lynch (2009) recommended that there is a need to improve teaching practices in listening comprehension by identifying and defining the specific strategies and skills.

Listening comprehension is one of the fundamental skills in language learning. It is a critical skill which students need to learn and practice (Underwood, 1989). In Ethiopia, English language is used as a medium of instruction in secondary and tertiary level. Since listening ability plays an important role in helping students to communicate intelligibly and to perform better in other field of studies, it is treated in English Syllabus along with Speaking, Reading, and Writing skills. However it seems that listening instruction receives less emphasis in the classrooms.

Muluken (2008) conducted a survey on the practice of teaching listening skills at Gondar town primary schools (Grade 8) in that he opined that though listening is incorporated in English syllabus, it is less practiced. This may be attributed to varieties of factors. Identifying the root causes of the inadequacy of practice can help the immediate stake holders to think of the way out and the areas to be addressed to teach the skill appropriately.

Mulu (2016) in the mixed method approach researched lecturers' and students' perceptions of the effectiveness of teaching listening skills to English foreign language students at three Ethiopian universities and the result revealed that the teaching of listening skills was mostly poorly done and that the listening material used was not suitable and did not interest students.

Eminet (2015) in his descriptive survey design research investigated the effectiveness of teaching listening skill with regard to three secondary schools. The finding revealed that current practice of the teacher contradict with the pedagogical procedures suggested for teaching listening skill in the teachers guide and another ELT literature. Though teachers claimed that they have been using the text and give

appropriate feedback, the students' response and observation result indicate a great gap between what the teachers said and their actual practice.

Andualem, *et al.* (2017) in their descriptive survey investigated English as a foreign language teachers' and students' attitude and implementations of listening skill in secondary schools the finding revealed that the EFL teachers had positive attitude towards the teaching of the listening comprehension skills however less attention was given to the teaching of the listening lessons provided in the student's textbook. It is also found that teachers played inadequate role to encourage students to learn listening skills.

The above studies investigated the practice, lecturers and students perception of the effectiveness, teachers' and students' attitude and implementation of teaching listening skill ,but none investigated the teachers perception and practice of teaching listening skills in particular and the congruence among perception and practice qualitatively.

The researcher strongly believes that teacher' belief and practice towards EFL teaching in general, and the teaching of the listening skill in particular has direct impact on the effective implementation of the skill. This leads to investigate teachers' belief and practice of listening instruction.

So, it is of great importance to explore the EFL teachers' belief and practice of teaching listening. In the area of second language listening, however, there is a marked lack of research into teacher cognition, a gap that the present study seeks to fill. To address this gap, this study investigates Ethiopian EFL teachers' beliefs and practices of teaching listening in relation to the literature of second language listening instruction. The three research questions that addressed this issue were as follows.

1. What is the EFL teachers' actual classroom practices regarding the teaching of listening?
2. What is the EFL teachers' perception regarding the teaching listening?
3. Is their perception congruent with their practice?

1.3. Purpose of the Study

This study aimed at finding out the teachers' belief and practice of the teaching of listening. In doing so the research revealed that if the teachers' belief is in line with the current listening instruction principles and if those principles were actually implemented in the classroom.

2. RESEARCH METHODS

2.1. Design

This study followed a qualitative research approach. According to Creswell (2011) in qualitative inquiry, the intent is not to generalize to a population, but to develop an in-depth exploration of a central phenomenon.

2.2. Participants

Creswell (2011) states in qualitative research, we identify our participants and sites on purposeful sampling, depending on places and people that can best help us understand our central phenomenon. Based on that purposive sampling was utilized in this qualitative study hence, the participants of the study were 2 experienced EFL teachers who taught at grade nine in the year 2018/19 in University of Gondar Community School, Gondar, Ethiopia. The teachers there are hired with their academic performance (they both have MA in TEFL and have >3.00 CGPA of under graduate program). The researcher selected them as participants of the study because she has a strong belief that they reflect their belief and practice with confidence and they are information-rich participants.

2.3. Data Collection Instruments

To gather information essential for answering the research questions observation and unstructured interview were employed:

2.3.1. Classroom observation

In order to see the teachers' practice of listening instruction data were collected by observing listening lessons. The teachers' actual classroom activities were meticulously observed and audio-recorded. According to Cohen, Manion & Morrison(2000) observation helps the researchers distinguish the on-going behavior as it occurs in the classroom and are able to make appropriate notes about its salient features. To assess what actually happened in the classroom during the teaching of listening all the teachers' activities were noted down and recorded for later analysis.

2.3.2. Unstructured interview

Unstructured interview was used to collect information on teachers' beliefs of the teaching of EFL listening. Unstructured interview questions were prepared by the researcher based on what was realized in the observation.

2.4. Validity of Instruments

To ensure the validity and/or reliability or the trustworthiness of the findings the unstructured interview questions were checked by UoG TEFL instructors. There were also audio recordings of the interview and the observation with the intention to avoid researcher bias.

To secure respondent validation, a summary of the findings were presented to the interviewees via hard copy and they were asked if they saw their personal perspectives represented in any or all of the reported findings. The participants were asked to comment on the accuracy of verbatim quotes and their approval was obtained to use their direct personal quotes in written or verbal reports of the study. The

participants confirmed that the summary of findings adequately and accurately represented their perspectives on belief and practice listening instruction.

2.5. Data Gathering Procedure

Before the data collection, first, the present researcher got letter from the department of English language and literature at UoG. Then, she went to the school and met English language teachers and vice director. Next, she talked with the vice director and grade nine English language teachers about the purpose of the research and the confidentiality of the information gathered. After their willingness to participate in the research is confirmed they were made to sign to the consent letter and schedules were fixed : 1) observation : note-taking and audio-recording, 2) interview with the teachers and audio recording .The present study was conducted through two class observations and two interviews . For the study, the focus was on EFL listening class of 120 minutes each and 40 minute interview (20 each) which were audio-taped. Before the actual classroom observation was held the researcher entered and observed the class to adjust the inconveniencies that would possibly be created because there is a stranger in the class.

2.6. Data Analysis Technique

The data gathered through lesson observations and unstructured interviews were analyzed qualitatively. The lesson observations data were used for the purpose of identifying EFL teachers' practice of listening instruction and the interview data were used for the purpose of identifying the EFL teachers' belief of listening instruction. The data gathered by means of interviews were transcribed verbatim then broken into units of analysis. The units were then coded and categorized into themes and sub-themes as advised by McMillan & Schumacher (2010).

3. RESULTS

3.1. Results from the Observation

The observation aimed at assessing EFL teachers' classroom practices of listening instruction in a way that the literature recommends and in a way that makes lesson effective.

Teacher one (T1) Observation Result

The classroom was an aerated wide building that has forty grade nine students in it. The students sit in a group of eight five students in each group. A veteran English language teacher, who is in his early thirties with more than a decade teaching service, entered the class and greeted students.

Vignette 1

T: Good morning.

Ss: Good morning. (Inchorus)

T: Listen. I would like to highlight something first. Students, in English there are four skills. These skills are writing, listening, and the third...?

S1: Reading.

T: yes, reading, and the fourth?

S2: Speaking.

T: Speaking. Thank you! This is not what we are going to do but we will highlight, because we are going to learn something that you are familiar with. I think you are familiar with the three skills. What is new is what we are going to do. That is listening. I want someone to tell me what is listening. What is listening?

The teacher continues to collect answer of the definition of listening from the students. Then he gave an explanation of what is different between listening and hearing. Then the teacher started the specific listening lesson to that session. He told the students that they were going to listen a text and its topic is 'the rice harvest'. Then he distributed a blank sheet of paper to the students and instructs them to write A-J on one side. He also told the students that they should answer the questions when he read the text.

Vignette 2

T: Listen! Listen! 'The Rice Harvest'. What do you expect from this topic?

S5: The process of collecting rice.

T: From the farm land?

S5: Yes.

T: The collection of rice from the farmland. Nice! Ok. What kinds of crops harvested in your area?

This way the teacher triggered students' schemata. The teacher warned the students not to ask for repetition and not to interrupt. He also told the students what to answer the 10 true/false item questions. Then the text was read to the students. After that the teacher collected the answer sheet from each group independently and let each student to mark the answer sheet of a student from another group.

Vignette 3

T: Is there anybody who marked for ten? Please raise your hands.

(Two students raised their hands)

T: Ok! Wow! Wow! Give me the answer sheet.

He collects the answer sheets from the two students and said, 'Do you know who they are? Leuel Lemilemu. Where is he? Thank you Leuel. This means he is great in listening.

SS: applauses

T: ...and Bereket Great...

The teacher publicized the scores in descending order saying students who score 9,8,7 and so on. Finally he closed up the lesson stating to students that listening is very important for life and for language learning.

Teacher Two (T2) Observation Result

The classroom was an aerated wide building that has thirty nine grade nine students in it. The students sat in a row having three students seated on a bench. A veteran English language teacher, who is in his mid thirties with more than a decade of teaching service, entered the class and greeted students. He wrote the title 'Titanic' on the board and then he started the listening lesson activating students' prior knowledge.

Vignette 1

T: Good morning.

Ss: Good morning.(In unison)

T: We are going to discuss about listening extracts or listening drill about titanic. But I want you to come up with some issues on titanic because you are familiar with Titanic ship. But by the way have you ever seen about titanic film?

Ss: Yes.(In unison)

T: I want you to tell me the major characters, ok. So as usual raise your hands and take your part .Yes. Good. Where Titanic has sunk? Where? Where?

S1: Pacific Ocean.

This way the teacher let students be engaged in the pre-listening activities. Then he moved to the next stage. He told the students that he was going to read the listening extract and that the students should listen and answer the multiple choice item questions based on what they listened. Then the listening text was presented and then the multiple choice item listening comprehension questions were done by the students. The teacher gave correction and explanation of answers in line with appreciation.

Vignette 2

T: (One section of the listening extract presented and the teacher presented the listening question.) Which one of the following statement is true after the accident?

A. The officers are not interested to work

B. Radio officers work 24 hours a day

C. Plenty of Survivors are not used

D. Ships stop traveling in summer season. I want you to tell me the correct one.

S6: 24 hours

T: A day .Ok. Excellent. According to the text this statement is acceptable .Correct.

This way the rest of the questions presented for the students after they listened the text answers were agreed up on then the class came to its end.

My Observations on the Vignette

Here are notes of interesting things that goes on in these vignette.

- One of the teachers seems he has never taught listening.
- The aim of the lessons were to let students comprehend what they listened.
- The teachers worked on pre listening activities.
- They seem to swap while listening and post listening activities.
- The teachers didn't have a post listening activities.
- The teachers didn't integrate other language skills to listening as they were sticking to one activity that is listen and answer (true/false items and in a multiple choice items)

3.2. Results from the Interview

The Unstructured interview was carried out to see the teachers' belief of teaching listening. The themes identified were the practice of teaching listening, factors that hinder the teaching of listening, the importance of teaching listening or their attitude towards teaching listening, techniques and activities used for teaching listening.

Regarding the first theme that is the practice of teaching listening both teachers respond that they barely teach it. For instance teacher one (T1) reported that:

"Listening is the skill that we are not doing very well in the class but once in a while. Like once in a year or in semester ..."

Even in the actual classroom observation this teacher started the lesson explaining what listening is and what its importance is. This seems that it is his first time to teach listening.

Teacher two (T2) also stated his practice of listening instruction in this way:

"I haven't. I haven't taught listening skill regularly because of the text limitation. "

The result here showed that both teachers poorly practice the teaching of listening.

The second theme was the reason why they don't practice listening, in fact both of the teachers put their reasons behind for not teaching listening in the classroom but the reason they forwarded were not similar

Teacher one (T1) express his reason for not to practice listening instruction saying that:

"...students don't well prepared and accept the listening skill as it is expected in the class and as there is no way for listening skill to appear in the exam...and because it consumes much time."

This teacher expressed that he had listening instruction not in the way that is covered in the textbook but like once in a semester because of students resistance, its inexistence in the exam and because it is time consuming. It seems that it is not only the students' resistance but it is because he himself also think that it is time consuming.

T2 gave his reason for not practicing listening instruction in the classroom saying that:

"Because the listening extracts are found in the appendix part .So that is not listening text because students can refer the listening extract at the back page so it couldn't be a listening lesson but reading....The other is most of the listening texts are not of students i+1 because students are not expected to go through the text to answer the listening comprehension questions."

This teacher too expressed that he doesn't practice listening because the listening texts are accessible to the students and the listening texts are of the students' knowledge so that they couldn't practice something new from them. It seems that this teacher complains about the authenticity of the listening materials presented in the text books.

With regard to the third theme, that is the importance of teaching listening or their attitude towards teaching listening, their perception of teaching listening seem relatively good. For instance teacher one (T1) responds that:

"My stance about listening skill is very good. I believe in it. It is one of the skills which are very basic. It is a skill that we can understand something from what we hear and get a meaning from it. I believe that it is a good skill as others skills do have."

Even if he seems in favor of listening instruction he also stated that listening instruction is time consuming. He stated that as:

"If I consume much time for listening at the end of the year leaves of pages of the text left uncovered."

Even his ideas clash each other. He said it is a basic skill and at the same time it is time consuming.

Regarding this issue teacher two (T2) showed his attitude of teaching listening skill this way:

"In order to add something new it is crucial to teach listening skill. It is important to develop students' language performance or command." It is important in improving speaking skill. If students are good listeners I believe that they will be able to be a good speaker: fluent and accurate speakers. They can express themselves well."

The teachers believe that listening is as important as other skills do. It is a means to acquire something new and is a means to improve speaking or communication.

The fourth theme was the techniques that the EFL teachers use to teach listening. Regarding this teacher one (T1) responded that he followed all what is given in the text book as it is written by experts and what his college and university instructors guided him as he has a strong belief on them. That is listening to an audio recording and answering the listening comprehension questions. He stated:

"The listening skills have been prepared by expert for grade 9 and the questions are directly taken from it and still they are prepared by the experts too."

He added that:

"We get in to the language lab and put the headphones on us and listen the audio and at the end they gave us a blank page paper and questions were read to us by the teachers. Then we answer the questions. That is what I practice in the class because it is the way I myself learned as a student; I believe in my teachers and that is the only strategy. "

It seems that this teacher has a teaching experience influenced by his experience as a student.

The second interviewee, teacher two (T2) replied that he uses techniques that enables him to see the product of it as well as to let students acquire skills that help students to learn other concepts. This is stated as:

"I have to teach listening skill for the sake of enabling students to acquire a number of things like in order to enable them acquire new language, to tackle unfamiliar words by using contexts and also in

order to describe that simply listening and having the final outcome .In fact the final outcome is important to check their understanding. But all must be integrated.”

Unlike to teacher one teacher two express the techniques that he could possibly use in teaching listening. But in the actual classroom observation this teacher was seen to teach listening to see the final outcome only.

The forth theme was about the activities that the interviewees use to teach listening. In that teacher one (T1) expresses that it is possible to use fill in the blank space item. He said:

“...fill in the blank space. Students could fill the blank space or we can ask them very general question so that they can respond using speaking.”

Teacher two (T2) on his part stated that we can give different pre-, while- and post- listening tasks. He explained that as:

“First before the listening I check their schemata designing pre listening questions. After that I ask students to do something during listening and after that I perform the post listening activities because they have their own benefits.”

Still here teacher two touches idea about schemata and the different stages of listening ,but he never stated the kinds of activities used under each stage in particular.

4. DISCUSSIONS

The results were presented with regard to points namely, EFL teachers practice of listening instruction, the attitude towards listening instruction, and the congruence between EFL teachers practice and belief of listening instruction. The first research question to be addressed was EFL teachers' practice of listening instruction. Based on that the finding from the observation revealed that even if the teachers let the learners know what they are listening both of them did say nothing about the reason why the students listen. This contradicts with the idea that learners should know what they are listening for and why (Mendelsohn, 1994). In the observation it was seen that the listening texts were presented only once by the teachers and this also isn't recommended by literature. That is learners should be given opportunities to progressively structure their listening by listening to a text several times (Mendelshon, 1994).It was realized that the pre-reading stage is performed well that students were asked to trigger their background knowledge about the issue but after that they were only asked to do the comprehension questions. That means the EFL teachers follow the 'listen- answer-check' pattern which promotes listen to learn but this is in contrast with Vandergrift &Goh's (2012) model of L2 listening that in order to be successful listeners of an L2, learners have to automatically engaged in several interactive strategic processes to construct meaning. Therefore, a balanced L2 Instructional approach that includes both process- and product oriented listening instruction that teaches learners how to regulate their listening comprehension in addition to assessing their listening skills must be adopted. When teaching listening, English as a second language (ESL) instructors typically rely on the use of comprehension questions and the adoption of a "listen, answer, check" testing pattern in the classroom (Siegel, 2014), rather than teaching learners how to listen. As a result, it is not surprising that

listening is the skill over which learners usually feel they have the least control, and therefore it often triggers high levels of learner anxiety (Vandergrift & Goh, 2012).

In addition, the interview result revealed that teachers barely teach listening. Emnet's (2015); Muluken's (2008) and Andualem et.al, (2017) findings were parallel to it that less attention is given to the listening skill by the teachers. In line with this Vandergrift & Goh (2012) claimed that although much groundbreaking work on the teaching of listening in second and foreign languages has been done, it is still one of the skills that receive little attention in many classes which is a challenge for learners in the classroom and beyond. The teachers' practice of teaching instruction is not in line with what is recommended by the literature.

The second research question was EFL teachers' belief of listening instruction. Regarding this the finding revealed that EFL teachers do have a relatively positive attitude towards the teaching of listening. They do have a belief that listening is an important skill because it is a basic skill as other skills are. In line with this Brown (2001) surmised that, in order to master English language, learners have to be adequately exposed to all of the four basic skills, namely listening, speaking, reading and writing. The finding also revealed that listening is a means for interaction and that good listeners become good speakers which in turn make them to become good writers. In this regard Guo & Wills (2005) language learning mainly depends on listening since it provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Listening provides the foundation for all aspects of language learning and in this sense it plays a lifelong role in the process of communication. In the finding it is also seen that it is important to develop students' language performance. Supporting this idea Kristiani (2008) discussed the importance of listening skills when learning English and emphasizes the fact that everyone who wants to learn English well should be able to master the listening skill as the most basic skill necessary for mastering the other skills.

The finding revealed that one of the interviewee stated that he simply follow what is stated in the text book as it is prepared by experts and he also adopt his college and university instructors' techniques. This is in line to what Phipps & Borg (2009) stated as teachers belief about teaching and learning may be powerfully influenced (positively or negatively) by teachers' own experiences as learners and are well established by the time teachers go to university. Even it was found that the listening materials are inauthentic but Richards (2005) recommends that listening materials should be based on a wide range of authentic texts as real life listening materials assist listeners to be motivated highly to reach the communicative objectives, because language is a social phenomenon and authenticity is an important part of that whole.

Regarding the kinds of activities that EFL teachers used, the finding from the observation revealed that the activities used were only a pre-reading questions that trigger schemata and a while reading activities that were given in the form of true false item and multiple choice item. The interview result also unfold

that the respondents used fill in the blank space questions and pre-,while- and post- listening questions without specifically mention the specific activities under each stages. However, Richards (2006) considered that listening activities should support the learners' interpretation of the text, so that a typical listening lesson should perform different activities in the three stage of listening to be effective.

As it was seen the EFL teachers Practice of listening instruction is not congruent to their attitude. This is in line with Farrell & Bennis (2013) that teachers' self-expressed teaching beliefs that they claimed before do not always match with their practice. Dobson & Dobson (1983:21) also believe that "any real improvement in schooling will occur only when teachers are experiencing beliefs-practice congruency". Put simply, if teachers do not practice what they preach, then that is problematic. To sum up this study revealed that there is a gap between teachers' beliefs and practices of listening instruction.

5. CONCLUSION AND RECOMMENDATION

This descriptive study aimed at investigating EFL teachers' belief and perception of listening instruction. The finding revealed that the EFL teachers do have a relatively positive attitude towards listening instruction .Unlike their perception their practice was not found to be considerably in harmony with the current literature of teaching listening. Based on the above findings it is strongly recommended that EFL teachers should treat the listening sessions that are included in the textbooks regularly. The EFL teachers should up date themselves with the current methods of teaching listening so that they could benefit their students most. They should also use different techniques of teaching listening so that they can persuade their students about the importance of learning listening. The textbook writers should be strict enough in the preparation of listening materials (e.g. the listening extracts are found in the students' book too which switch listening with reading).This study has the implication that studies should be conducted to find out hindering factors that impede teachers not to implement what they believe.

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