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Teachers' and Students' Perceptions towards Teaching Listening Skills in CLT Classrooms: the Case of First Year Students in Wolaita Sodo University

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Abstract

English language plays an important role in educational system and business communication in many countries. So, the need for good communication skills in English has created an immense demand for quality English language teaching. With this in mind, the current study was conducted with objective to determine teachers' and students' perception towards teaching listening skills in EFL classrooms since it was one of least explored area in Ethiopian context. To achieve the study objectives, a descriptive research design was employed. Regarding, the data collection tools: questionnaire was used to collect data from students (40), and randomly selected eight (8) teachers' who were teaching English courses were interviewed. Data gathered through both instruments were organized, and analyzed using both quantitative and qualitative data analysis techniques; finally, interpreted thematically. The major findings of the study show that students considered learning listening skill as a difficult language skill mainly due to its pronunciation and often fail to benefit from classroom instruction in English. This is because both teachers and students did not seem familiar with listening strategies since there is shortage of relevant materials and facilities for teaching listening skills. Finally, recommendations were forwarded.

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Keywords

Listening skill, Attitude, English as foreign language, CLT approach.

Introduction

Background

English has an important role in educational system and business communication in many countries. It is being used as lingua franca for international communications, likewise; in Ethiopia it is one of compulsory subjects in lower grades and a medium of instruction in secondary and higher institutions (MoE, 2005). The need for good communication skills in English has created an immense demand for quality English language teaching. In Ethiopia, there is also a huge demand for good English command as it gives wider access to employment and

provides opportunity to access most scientific materials. Listening skill is one of macro- language skills a learners is required to develop for successful communication in and outside classrooms (Crystal, 1992). Because listening skill is one of the main communication tools through which we can discover opinions of others, enrich our relationships, and broaden our knowledge of the world. More importantly, in the context of higher institution where learners invest much of their time listening to classroom lectures, instructions and involve in academic communications, the need to have competency in listening skill is unquestionable. In contrary, it has taken many years to give the listening skill the importance it deserves in second and foreign

language teaching learning process as compared to other major language skills. Listening skill historically has received only minimal consideration in the teaching of English either as a Second or Foreign Language (ESL/EFL). In most occasions, Second Language (L2) learners are rarely taught how to develop listening skills, as a result, majority of learners unable to communicate properly in and out of classroom contexts even after the completion of course material (Berne, 2004; Vandergrift, 2007). Supporting this, Rivers (1966: 196), argue that “Speaking does not of itself constitute communication unless what is said is comprehended by another person. Teaching the ability how to comprehend spoken language; therefore, teaching listening skill is a primary aspect for the communication aim is to be reached.” Similarly, Morley (1972: 7) notes, “perhaps an assumption that listening is a reflex, a little like breathing - Listening skill seldom receives overt teaching attention in one’s native language – has marked the importance and complexity of listening with understanding in a non-native language. In recent years, however, a growing body of literature indicates that there is an emerging need of researchers on the importance of teaching listening skills and seek ways how to integrate listening with other skills for the improvement learners’ language competences (Berne, 2004; Carrier, 2003; Chamot, 2004; Clement, 2007; Liu, 2009; Graham *et al.*, 2011).

On the other hand, to develop the kind of competence in listening skill, there are several language aspects a learner must be able to recognize such as; pronunciation rules, word stress rules, tone, pitch, and accent; word cluster, and syntax structure. So, for Non-Native English Speakers (NNES), listening skill becomes the primary concern in process of learning the target language and mastering it seems one of the major steps to acquire any Second Language (L2) or Foreign Language (FL) (Berne, 2004; Liu, 2009). In the past few decades, the focus of research regarding listening skill in both English as Second Language (ESL) and English as Foreign Language (EFL) fields, primarily aimed at testing learners’ abilities of listening in oral discourse and answer comprehension questions, without teaching the required skills or strategies for completing given tasks (Field, 1998). Paradoxically, until 1970s, there were no textbooks for teaching listening skills in a second language because it was assumed that learners’ abilities to comprehend spoken language would automatically improve inductively through practice. In other words, learners would develop listening skills with exposure to the oral discourse through repetition and imitation (Clement, 2007).

In this regard, Communicative Language Teaching (CLT) approach has been largely accepted mode of instruction for teaching foreign languages. This approach involves learning a language through interaction and communication, rather than learning it through memorization of different aspects of the language system. Celce-Murcia (2001) describes the purpose of communicative language teaching is to improve students communicative competence rather than simply teach grammar and structure of a language. Van Patten (2002, p.1), describes communicative approach as a teaching approach that sets communication ability as its primary goal. So, to achieve its communication goal the features of CLT approach highlighted by Richards (2005) as follows: second language teaching must focus on interaction and meaningful communication. Learners are expected to be able to use the target language with accuracy and fluency and teachers are regarded as a guide or a facilitator. The learning process and progress have different rates to match different needs and motivations of learners. Classroom learning tasks and exercises are designed for providing more communication and negotiation opportunities for students and to expand them with wider language resources. Celce-Murcia (2001) agrees that in CLT as opposed to the traditional way of teaching, which focused on grammar or forms, has been replaced by a focus on semantic notions and social functions, that is, on meaning. Currently, communicative language teaching approach practice in second language teaching vague, particularly in teaching listening and speaking. As a result, there are always differences among professionals which may have roots in shallow awareness level on the major features of Communicative Language Teaching approach and how to apply proper teaching methods and strategies. In consequence, teachers still face difficulties to teach listening skills in classrooms and fail to achieve the objectives of the course.

Moreover, the problem gets worse since the teaching of listening skill has been neglected for a fairly long time in Ethiopia. One good example for this is to observe graduates who have been studying English for about several years still don’t have a satisfying proficiency in listening and speaking skills (Atkins, 1995). Actually, a person’s speaking proficiency is directly related to his listening ability. However, this problem has been realized and measures have been taken to improve the situation. For example, all universities have included “listening” or “listening and speaking” courses in their curriculum, listening textbooks are being developed,

number of language labs have increased and improved. Universities are teaching listening course for undergraduates of English major; yet the situation is far from delivering satisfying outcome.

Most students who study English as a foreign language at university level are not able to listen effectively in English (Birhanu, 2007). This is because; it was also found that the materials used to teach listening skills are inadequate in the sense that they do not express the real life of the learners. The materials in the language laboratories in higher institutions are, for example, regarded as irrelevant to the contemporary conditions of teaching listening skills, and they do not appeal to the interest of Ethiopian students (Lakachew, 2003). It can be concluded that the teaching of English foreign language listening skills in Ethiopia is not as effective as it should be – neither in school, nor at the higher education level. In the universities where this study took place, students are often heard complaining about the inadequacy of the teaching of listening skills. Berhanu's study (2007) suggests that there is a need to provide students with appropriate listening comprehension practices. The question is how lecturers go about teaching EFL listening skills and whether students are being provided with appropriate listening comprehension practices. Thus, conducting a research that aspires to explore the teaching of listening skills in CLT classroom in correspondence with teachers' point of view would give relevant information to the existing knowledge gap. So, this kind of study could be taken partly one of such an endeavor.

Statement of the problem

In Ethiopia, as in many other African countries, English serves as a medium of instruction at the secondary and higher education levels. However, the quality of the English teaching at these levels has been challenged by various factors (MoE, 2005). The rapid and massive educational expansion in higher education is one crucial factor (MoE, 2010). The number of public universities has risen from 2 in 1994 to 45 at present. This has led to a dramatic increase in number of student enrolment, while the number of academic staff at the MA and PhD levels has failed to grow proportionally. This situation has prompted universities to recruit many under-qualified teachers at a bachelor's degree level, who have little or no pre-service teacher education or prior teaching experience. Running the universities' teaching services with such under-qualified teachers is believed to negatively affect students' English language learning

(HERQA, 2008). Another challenge the universities face regarding English language teaching is moving teachers away from predominantly using teacher-dominated language *teaching* to interactive student-centered language *learning*, focusing on the use of the language for common communicative purposes. To address these challenges, support for English language teachers has been proposed, involving a collaborative professional development program (CPDP) focused on communicative language teaching (CLT), an effective language teaching approach (Harmer, 2007; Ur, 2003).

However, as there is shortage of expertise and research on how to use appropriately the existing scientific methods, techniques, and strategies in teaching language skills which has contributed to students' poor proficiency in language skills. In this regard, a study conducted by Lakachew (2003) reported that the strategies teachers use in the English classroom are based on traditional methods that do not focus on the Communicative Language Teaching approach as it was intended by the Ministry of Education in the country. The same study also highlighted that English classes are teacher-centered rather than student-centered and most of them are conducted in Amharic which again limit the acquisition of the target language (Lakachew, 2003). When it comes to the practice of teaching EFL listening skills, it seems that the teaching of listening skills in particular is neglected in Ethiopian schools and higher education institutions. Studies done on listening skills and teaching of listening in the Ethiopian context revealed that students are ill equipped for listening effectively (Berhanu, 1993).

Additionally, a recent study conducted by the British Council (2015), identified the followings as major problems of English learners in Ethiopia: the first one was connected to lack of confidence by students to practice listening and speaking activities because they have already get used to or told to believe that listening and speaking harder than writing and reading skills. As a result, most often students feel frightened and lack preparedness even if teachers ask them to practice it. Another difficulty was lack of the ability to capture the speed of utterance some teachers speak at which prevents students from identifying words pronounced and message of spoken language correctly when they listen to the teacher's speech. The last problem is mentioned as psychological problem rather than linguistic, that is, many students do not feel relaxed and do not expect that they will be able to understand what they listen. These problems are not only the problems of students in lower

classes, but also are problems of students in Universities. Moreover, first year students being new to the context in higher institution and based on the researcher actual experience of the situation; they are direct victim of the above problems.

On the other hand, lack of uniformity in treating all macro language skills equally is another challenge, for instance, a substantial amount of research has been conducted in reading and writing skills, whilst investigators have underscored the role of listening and speaking skills in classroom learning and teaching (Hunsaker, 1990; Morris and Leavey, 2006). The reason for inadequate attention to listening/speaking research is that the instruction of listening and speaking requires teaching pronunciation and cross-cultural pragmatics to understand a speaker's intended message (Hinkel, 2006). Arguing for the role of listening in the communicative macro skills, Hunsaker (1990) found that more than three quarters of what children learn in school is achieved through listening in the classroom. Closely aligned with this is the study conducted by Gilbert (2005), which demonstrated the prominence of listening in schools. Gilbert found that K-12 students spend between 65% and 90% of their school time in learning, which is achieved, in fact, through listening trajectory.

Research has found that improvement in listening skill has a positive effect on other language skills: reading, writing, and speaking. To illustrate, Morris and Leavey (2006) have conducted a study focusing on preschoolers' phonological development. The study reveals that listening skill instruction improves preschoolers' phonological awareness. As the studies reveal, listening comprehension lies at the heart of language learning, but it is the least understood and least researched skill in language learning and the listening process is often disregarded by foreign and second language instructors (Fidel, 2008). Particularly, in a digital era, people around the globe are in spoken contact through a variety of digital platforms. These global technical communication progresses underline the importance of listening skill in our daily contacts. The studies presented above show the multiple requirements of listening skill in learning first language, in general, with a particular focus on second/foreign language learning. Now that listening is crucial for human learning, it is worthwhile to explore the implementation of this fundamental skill. Thus, conducting a study to determine teachers' and students' perception towards the CLT approach in the teaching of listening skills and to assess the challenges faced in using this approach would have vital contributions, and the

current research could be taken as an effort made to fill the gap.

Objectives of the study

- Assessing teachers' attitudes towards teaching listening skill
- Identifying the challenges teachers' commonly face CLT approach in classroom teaching
- Describing the factors that determine students' ability from developing listening skills

Materials and Methods

Research design

In order to assess the perceptions of teachers' and students' towards teaching listening skills in EFL classrooms and identify challenges teachers face in the implementation CLT approach descriptive research design was employed. In doing so, the researcher would be able to identify the current teaching practice of the listening skill and factors affecting the implementation CLT approach to improve the current situation in universities.

Research setting

The research was conducted in one of selected Government Universities which is found in SSNNPR. In the south nations, nationalities and people's regional state of Ethiopia there are eight universities. Among these universities, Wolaita Sodo University was selected purposively in order to evaluate the teaching practices of the listening skills closely since the researcher has strong attachment to the universities for it is the researcher's current settlement.

Subjects of the study

The subjects of the study were first year students of Wolaita Sodo University who were taking listening skill courses in 2016 G.C. In addition, course instructors were allowed to take part in the study to identify their perceptions and teaching practice.

Sampling procedure of the research subjects

Since the numbers of teachers who teach the course were large in number ten of them were randomly selected for interview purpose. On the other hand, the number of student taking the course were limited in number (40), all

of them were allowed to fill the questionnaire for the study.

Tools for data collection

The instruments of data collection were both quantitative and qualitative in nature. The data was gathered through questionnaire and interview. Under here, the purpose and application of data collecting tools explained in detail.

Questionnaire for students

The questionnaire was used to gather both quantitative and qualitative data by integrating the open and close ended questions. It targeted at gathering data about the challenges students face while learning listening skills in classroom practices, and assess their willingness to improve the listening skills. To check the reliability of the questionnaire, a pilot test was carried out by administering to small size of students before its actual distribution.

Teachers' interview

Interview as research tool serves to obtain reliable and valid information directly from respondent in verbal or face-to-face communication. In addition to questionnaire data, further information was gathered through interview from teachers about their perceptions and mode instruction follow in teaching listening skill course.

Data analysis and interpretation

Introduction

As per to the analysis of data collected, the researcher used both quantitative and qualitative methods to analysis techniques. The data collected through questionnaire was expressed in the form descriptive statics and analyzed quantitatively. Whereas, data gathered through interview organized thematically then interpreted comprehensively in words.

The purpose of this study was to assess perceptions of both teachers' and students' towards using CLT approach for teaching listening skills to first year English Language and Literature students in Wolaita Sodo University. This chapter describes techniques the researcher used to analyze and interpret the data collected through different tools. To achieve objectives of the study, the researcher employed two different types of data collecting instruments namely: questionnaire, and

interview. Then, the data collected from students and teachers through questionnaire, and interview were organized, analyzed and interpreted in separate sections as follows.

Analysis of data gathered through students questionnaire

As it can be seen from table 1, the number of respondents who indicated that the Pitch and Tone of English language what makes it difficult to listen covers 15% of the total population. Whereas the majority (80%) of the students responded that the pronunciation of English language was a factor which makes listening skill difficult to cope up and 5% of the respondents also answered that the nature of English language is difficult to listen. From this, it can be noted that the pronunciation of English language seems the major factor that influences students learning ability in their listening classroom. Students face difficulties to listen English language mainly due to its pronunciation. Thus, students should be trained to develop their ability to listen words properly by practicing it daily so as to be effective listener.

As it is depicted in table 2, 7.5% of the students claimed that they listen to class-room instructions very good while 25% of the students responded that they listen to class-room instructions as well. Whereas, the majority (65%) of the students replayed that their Listening ability to listen class-room instructions is poor. Yet, 7.5% of the students answered that they do not know the level of their listening ability clearly.

Therefore, it is clear that large portion of students were not equipped to be good listeners to class-room instructions. Supporting this, studies done on listening skills and teaching of listening in the Ethiopian context also revealed that students are ill equipped for listening effectively (Berhanu, 1993). So, to minimize the problem students should be taught different strategies to enhance their Listening skills and should be encouraged to practice it.

According to the information provided in table 3, about 62.5% of the students agreed that they are always exposed to internal distractions while attending listening lesson in class-room whereas 37.5 of the students disagreed and told that they don't seem affected by internal distraction. From this it can be understood that students do not have deep rooted awareness about their listening class. Giving attention while learning in the

class-room is a key to success to grab the whole information given by the instructors. Avoiding internal distractions and giving attention creates a good class-room condition or atmosphere. Most of the respondents jot down their views, about the Listening problems they have. They tried to express their problems as they have lack of attention, lack of interest and lack of awareness. Therefore, students should develop an awareness and interest and should attack their internal problems in order to develop their habit of sharing information or academic lectures without distortion.

As it can be observed from the above tabulated data, 45% of the students agreed that external distraction always affect their listening skills and in contrast, 45% Other students disagreed that external distractions always affect their listening skills in listening class-room. But, 10% of the students strongly disagreed that external distractions always affect their listening skills in listening class-room. Therefore, it is clear that some students claimed that they are always exposed to external distractions. As it can be seen on the table 4, some of the students are always exposed to external distractions. As it is compared to external distraction to internal distractions, students are mostly exposed to internal distraction than external distractions. Thus, student should be aware of paying attention to their class-room distractions. Moreover, they must avoid internal distraction and they should not give any attention to external distractions.

According to the above table 5, 2.5% of the respondents strongly agreed on their desire to talk rather than listen and also 35% of the students agreed that their desire to talk rather than listen in their Listening class-room. In contrast, 55% of the students disagreed on their desire to talk rather than listen and 7.5% of the students strongly disagreed on their desire to talk rather than listen in their Listening class-room. Although talking has its own significances, it has also problems. For example, in the above table, it can be Understand that some students have desire to talk rather than listen in their listening class-room. This affects them to distort information rather than grasp information when their instructors give a lecture. Therefore, students must listen well rather than talking while their instructor teaches them in their Listening class-room.

The above tabulated table 6 shows that 17.5% of the students strongly agreed that they dislike learning and also 25% of the students agreed that they dislike learning in their Listening class-room. In contrast, 17.5% of the

student disagreed that they dislike learning and 40% of the students strongly disagreed that they dislike learning in their Listening class-room.

Therefore, it can be said to be that some students dislike learning in their Listening class-room. This is another problem which affects their Listening skills. If students dislike learning in Listening class-room, they will miss information given by their instructor and then, their Listening skill becomes poor. In addition, some students mentioned problems on their free writing space that makes them dislike learning listening skills. Those problems are lack of material that helps to improve then listening skills and the way of teaching of Listening skills. Moreover, students must have awareness and must be interested to learn in their Listening class-room so as to develop their listening ability. This institution also should provide adequate teaching materials that help to improve students Listening skills and also should manage the way of teaching as in it confronts the students.

According to the above table 7, 15% of the students strongly agreed that they always do day dreaming in listening class-room. In contrast, 35% of the students agreed that they are always day dreaming and 20% of the students disagreed that they are always day dreaming and 30% of the students also strongly disagreed that they are always day dreaming in their listening class-room. From this, it can be said to be some students are always day dreaming in their listening class. Therefore, students think only what they listen in the class-room rather than day dreaming.

As it can be seen from the above table 8, 12.5% of the students thought that the problem of recognizing the issue is one of the effects of listening problems and 12.5% of students also answered that they think unable to judge the speech is the effect of listening problems. Whereas, 35% of the students thought that they are unable to control distractions and this can be taken as effect of listening problems in the class-room. The remaining 7.5% of the students responded that there are also other effects in addition to those mentioned effects of Listening problems. Those students answered that there may be unable to listen different pronunciations and problems of pronunciation or unable to pronounce words of English can be other effects of listening problems in the class-room.

This shows that all the answers of the students can be the effect of Listening problems in listening class-room.

Problem of recognizing the issue and unable to judge the speech have the same number of respondents. Similarly, unable to control distractions and problem of visualizing the issue has also the same number of respondents. Others give also similar ideas. Unless, student do not avoid listening problems, they will be experienced those effects.

According to the above table 9, majority (60%) of the students confirmed that dictation has important role in their Listening of skills class-room whereas 40% of them ignored the role of dictation in teaching of listening. However, dictation is one of the strategies teachers mostly use in listening classrooms, one of the reason could be there are no teaching material such as language laboratory, audio and video tape recorder in high schools due to this students get confused when they come to university and it takes time until they get familiarized. Hence, one way teachers can do is using dictation since teachers pronunciation are easy as compared to native speakers' English language; this why dictation becomes helpful for teaching listening skills in classroom.

In the table 10, it is indicated that majority (90%) of the students claimed that improving their listening skill is directly related to improving their overall language competence. Only 5% of them said no to the question above. This implies that improving Listening skills has to be given emphasis in order to enable students acquire other language skills easily and effectively. Since listening is the first language skill to be learned in any language, students must take time to practice and improve their listening skills by using different strategies recommended so as to be fluent in speaking and perform better in language courses. It can therefore be concluded that the teaching of listening skills is a critical element in language learning and communication – especially second and foreign language learning and communication – since it is the base or key to acquiring the skills of speaking, reading and writing.

The above table 11 shows that 20% of the students thought that using thought note taking while Listening is the mechanism of improving Listening skills and 20% of the students also responded that they think listening actively can be the mechanism of improving Listening skills. In addition, 10% of the students thought that paying attention to non-verbal cues can be the mechanism that can improve their Listening skills and 20% of the students also answered that they think using paraphrase responses can be the mechanism of improving their listening skills.

The remaining 30% of the students claimed that they think all of the above strategies can be taken as mechanisms that help to improve their Listening skills. Some students mentioned that making practice or practicing in the class or out of the class-room is the possible mechanisms to improve Listening skills. And also paying attention to both verbal and non-verbal cues is another possible mechanism which improves their Listening skills. They also added that Listening English music and news is also help to improve their Listening skills.

This shows that all the responses of the students can be mechanisms of improving Listening skills. All the alternative chosen by the students are determined as the mechanism of improving Listening skills. Moreover, some students mentioned additional mechanisms that help to improve their Listening skills. They can use among those mechanisms by selecting what they want and can also use all mechanisms if possible so as to improve their Listening skills.

Analysis of teachers' interview

The objective of this research question was to assess the course instructors' and students' perceptions of teaching and learning listening skills in EFL classes. In order to achieve this objective, the course instructors were asked different questions during face-to-face interviews.

From the findings of interview analyses, a mismatch was found between the course instructors' perceptions and participant students' experience concerning students' attitude to learn English listening skills course. The instructors believed that students' show low interest to learn the course because they consider it difficult skill to develop due to its pronunciation. In relation to activities, from students' interview analyses it was found that different activities were given to them in listening skills classes. The course instructors' interview analyses also indicate that they employed different tasks and activities to increase their students' learning interest. On the contrary, what was found is that the course instructors didn't deliberately design activities to their students to make use of different listening strategies or techniques.

Concerning challenges teachers and students faced in the teaching-learning process of listening skills in English, students' listening comprehension problems (unable to understand most listening texts) and huge English listening background differences among students were found the major challenges that the course instructors

encountered. On the other hand, unable to understand native speakers pronunciation, and unable to cope with their speed were found major challenges from students side.

As the findings of interview analyses indicate, the teachers' perception on students' success in the course was relied on students' experiences and exposure to listening to English in earlier grade levels, whereas, most students' belief on success in the course were related not only to their earlier experiences and exposure to listening to English in earlier grade levels, but also to current practices being done both in the classroom and outside the classroom. Concerning the course materials or modules, from the findings of course instructors' interview analysis, it was found that they were not deliberately designed so as to teach or reach different students who had different learning style preferences.

Lastly, all of the teachers and students agree that listening skill plays significant role in learning English language. Without developing listening skill the students cannot be perfect in English language. By developing listening skill the students can develop their pronunciation which is very helpful to develop their

speaking skill. Developing Listening skill enables learners to develop the other language skills. When students develop their listening skill, they can develop their conversation skill. Besides these, listening skill helps the students to develop their vocabulary stock. In practice, there are a lot of challenges students face in listening classroom, one way to solve these problems is to allow students practice every day and everywhere by providing listening activities such as audio and video documentary film by native speakers, BBC, CNN, movies in English.

In general, learning to listening is a key in learning any language; language learner must acquire to improve their proficiency. Before speaking the students have to listen to what is being spoken by paying particular attention to specific segments such as: sound, pronunciation, stress etc. they must practice properly in doing so they can decrease their errors during speaking. Also instructors can be there to help if the listening situation is not comfortable. Finally, students as well as teachers must have the role to monitor the distractions since there is no other way rather than practicing listening always by setting mind goal to be competent listener to improve listening skill.

Table.1 English language difficulties to listen

Item	Responses	No. of respondent	Percentage
What makes English Language difficult to listen?	A. Its pitch	3	7.5%
	B. Its tone	3	7.5%
	C. Its pronunciation	30	80%
	D. Its nature	2	5%
	Total	40	100%

Table.2 Listening to class-room instructions

Item	Responses	No of respondents	Percentage
How well do you listen to class-room instructions in English?	A. Very good	3	7.5%
	B. Good	10	25%
	Poor	24	60%
	C. undecided	3	7.5%
	Total	40	100%

Table 3 Internal distractions that affect students listening skills

Item	Responses	No. of respondents	Percentage
1. I am always exposed to internal distraction while attending Listening class-room.	A. Strongly agree	5	12.5%
	B. Agree	20	50%
	C. Disagree	8	20%
	D. Strongly disagree	7	17.5%
	Total	40	100%

Table.4 External distractions affecting students listening skills

Item	Responses	No of respondents	Percentage
2. I always exposed to external distractions while attending my Lesson in Listening class-room,	A. Strongly agree	-----	----
	B. Agree	18	45%
	C. Disagree	18	45%
	D. Strongly disagree	4	10%
	Total	40	100%

Table.5 The desire to talk rather than to listen affects students listening skills

Item	Responses	No. of respondents	Percentage
3. I have desired to talk rather than listen my listening class-room.	A. Strongly agree	1	2.5%
	B. Agree	14	35%
	C. Disagree	22	55%
	D. Strongly disagree	3	7.5%
	Total	40	100%

Table.6 Students attitude towards learning listening skill

Item	Responses	No of respondents	Percentage
4. I dislike learning listening skill in class-room.	A. Strongly agree	7	17.5%
	B. Agree	10	25%
	C. Disagree	7	17.5%
	D. Strongly disagree	16	40%
	Total	40	100%

Table.7 Students day dreaming

Item	Responses	No of respondents	Percentage
5. I am always day dreaming in my Listening class-room.	A. Strongly agree	6	15%
	B. Agree	14	35%
	C. Disagree	8	20%
	D. Strongly disagree	12	30%
	Total	40	100%

Table.8 The effect of listening problems in listening class-room

Items	Responses	No. of respondents	Percentage
6. What do you think for the effect of Listening problems in listening class-room?	A. Problem of recognizing the issue	5	12.5%
	B. Unable to judge the speech	5	12.5%
	C. Unable to control distractions	14	35%
	D. Problem of visualizing the issue	13	32.5%
	E. If any-----	3	7.5%
	Total	40	100%

Table.9 Whether dictation help to learn listening skills

Item	Responses	No of respondents	Percentage
7. Do you think that dictation helps your Listening skill?	A. Yes	24	60%
	B. No	16	40%
	Total		

Table.10 Does listening skill help to improvement language skill

Item	Responses	No. of respondents	Percentage
8. Do you think that Listening skill improvement helps our Language skill?	A. Yes	38	95%
	B. No	2	5%
	Total		

Table.11 Mechanisms that help to improve listening skills

Items	Responses	No. of respondents	Percentage
9. What do you think is/are the mechanisms that can help to improve your Listening skill?	A. Taking notes while listening	8	20%
	B. Being active listener	8	20%
	C. Paying attention to non-verbal cues	12	10%
	D. Making eye contact	8	20%
	E. ALL	4	30%
	Total	40	100%

Conclusions and recommendations

In this study, an attempt was made to assess attitudes of teachers and students teaching and learning Listening skills with special reference to first year English language and literature students at Wolaita Sodo University. The data collected through questionnaires, and interviews were analyzed. In doing so, the researcher came up with the following conclusions and recommendations. The specific objectives of the research were:

- ✓ Assessing teachers’ attitudes towards teaching listening skill
- ✓ Identifying the challenges teachers’ commonly face CLT approach in classroom teaching
- ✓ Describing the factors that determine students’ ability from developing listening skills.

Major findings, conclusions and recommendation

Major findings

- Students have had experienced external and internal distraction in listening lessons
- Students considered English as a difficult language to listen and often fail to capture English words due to pronunciation.
- Students did not seem familiar with listening strategies and did not ask questions while they are learning in their listening classroom.
- Instructors sometimes did not encourage their students and they did not speak slowly while they teach their students in listening classroom.

Conclusions

Based on the findings the following conclusions can be drawn:

1. The students of the target area have faced difficulties to listen English language due to its pronunciation. In other words, the pronunciation of English language influenced students listening ability. For example, table-4.1, 80 percent of the students responded that the pronunciation of English Language is difficult to listen. Most students are not good listeners in listening classroom.
2. Giving attention while attending or learning in the classroom is a key to success to grab the whole information given by the instructors. Avoiding both internal and external distractions and giving attention creates a good classroom atmosphere. However, some students expressed their views as they have lack of attention, lack of interest and lack of awareness in their Listening classroom.
3. Although talking has its own significance, it has also problems. Some students have desire to talk rather than Listen in their Listening classroom. This affects them to distort information rather than grasp it. If students dislike to Learn and if they are always day dreaming in Listening classroom, they will miss any information given by their instructors and then, their Listening skills become poor. Connected to this, some student mentioned problems that make them dislike to Learn Listening skills. These are Lack of material

that helps to improve Listening skills and the way of teaching of Listening skills.

4. Listening problems have its own effects on students in Listening classroom. All respondents gave their own alternatives on the effect of Listening problems towards listening skills. These are problems of recognizing the issue, unable to judge the speech, unable to control distractions, problem of visualizing the issue, and unable to control the speed of speakers.
5. There are different mechanisms that help to improve Listening skills. All respondents answered their own alternatives that confront them to improve their Listening skills. Those possible mechanisms are: Using thought speed, being silent, paying attention to non-verbal cues, using paraphrase responses, paying attention to both verbal and non-verbal cues, Listening English Music and news and practicing both in the class and out of the class-room.
6. Students see English as a complex language to listen. Their teacher speaks quickly while teaching them listening skills and then, students fail to identify words correctly. Although teachers motivate students to ask questions and to be free, students are not asking questions and are not relaxed.
7. Over all, it seems possible to conclude that students need special attention towards Listening skills in English classroom.

Recommendations

Based on the above findings, the following recommendation can be drawn:

1. Students should know how words are pronounced to reduce its influence on their Listening skills.
2. Avoiding internal and external distractions and giving attention creates a good classroom atmosphere. Therefore, students should avoid their external and internal problems and should give due attention, awareness and be interested to hinder the problem that face in their Listening classroom.
3. The institution should provide materials that can help to improve Listening skills and should manage the way of teaching of Listening skills.
4. Students should know the factors that affect their Listening ability and try to avoid these factors by

using different mechanisms so as to improve their listening skills.

5. There are different mechanisms that help to improve Listening skills. Like using thought speed, being silent, paying attention to nonverbal or verbal cues, using paraphrase responses and practicing in the class and out of the class as well as Listening English music and news. So, student should use these mechanisms to improve their Listening skills.
6. Students should see English language as a simple language to listen and should be free or relaxed, use their prior knowledge and ask questions in their Listening class-room in turn their teacher should speak slowly as possible, encourage or motivate students to create good class-room atmosphere and to improve the students listening skills.

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