

DIFFICULTIES TEACHERS AND STUDENTS FACE IN EFL/ESL LISTENING
CLASSROOM AT SECONDARY LEVEL EDUCATION IN BANGLADESH

MA in TESOL Dissertation

By

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Course Code: 510



Submitted in [partial] fulfillment of the requirements for the degree of
Master of Arts in Teaching English to Speakers of Other Languages (TESOL)

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Keywords

Listening skill, Difficulties, Secondary Level, Teachers, Students, Communication, Language, Learning, Background Knowledge, Homogeneous Speech community, Teachers' Attitude, Socio-Culture Context, Bottom-Up and Top-Down Process, Schematic or Background Knowledge

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List of Acronyms

CLT =Communicative Language Teaching

CD =Compact Disk

EFL= English as a Foreign Language

EFT= English For Today

NCTB= National Curriculum and Textbook Board

SSC =Secondary School Certificate

TG =Teachers' Guide

MOE=Ministry of Education

FGD=Focus Group Discussion

BLC=BRAC Learning Centre

SMART=(S-Specific, M-Measurable, A-Achievable, R- Realistic, T-Time bound)

EIA= English In Action

EFL= English as a Foreign Language

NGO= Non Government Organization

PACE= Post primary basic And Continuing Education

Declaration

I declare that this research work has been carried out by me in the Department of MA in TESOL, BRAC University, Dhaka, Bangladesh. The work was done under thorough supervision of Dr. Sayeedur Rahman. I also declare that the information embedded in the literature has been properly acknowledged in the text and a list of references provided. The work contained in this dissertation has not been previously submitted to meet requirements for an award at this or any other higher education institution. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made.

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Acknowledgements

At first I would like to give thanks my excellent supervisor Dr. Sayeedur Rahman for his generous academic and mental support. It was quite impossible for me to continue the TESOL course without his active support. I would like to express my heart-felt gratitude to BRAC, Bangladesh for providing me the opportunity to study Master of Arts in Teaching English to Speakers of Other Languages (TESOL) at a prestigious university like BRAC University, Dhaka, Bangladesh. Special thanks go to the respected Dr. Md. Shafiqul Islam Director BRAC Education Program, Md. Masum Billah Program Manager Post Primary basic And Continuing Education (PACE) and who are really keen to bring qualitative change in the Secondary education sector. I would also like to express my gratitude to the Team Leader Israt Ara Islam English Team of BRAC-PACE program for giving me the chance to work with the Secondary school teachers. I would also like to express my gratitude to my wife who had to work hard, in my absence, to look after and manage our whole family. The participating English teachers, the Head teachers and the students from their schools deserve the thanks for their full cooperation during data collection. Last of all, I would like to thank my colleagues who gave me the inspiration during the course.

Abstract

Listening comprehension is the primary channel of learning a language. This study tried to find out the difficulties/problems face both the teachers and the students in terms of listening skill in the classroom at Secondary level Education in Bangladesh. At secondary level education CLT (Communicative Language Teaching) approach is introduced and the students and teachers are asked to practice all four skills equally to develop their communicative skill. But only speaking, writing and reading skills are given maximum importance. The teachers are avoiding teaching listening skill to the students. The study focused on teachers and students problems in terms of teaching and learning listening skill in the classroom. Five research questions were developed to find out the problems. Sufficient data and information were collected from teachers' and students' opinions through questionnaire, FGD and class observation. Both the teachers and the students of Non Government Secondary high schools took part in this study. After collecting the data, it was analyzed and the findings came. The study discovered some reasons that were helpful to find out the answers of the problems. Based on the findings, conclusions and recommendations were made.

Chapter 1: Introduction

1.1 General Background

In Bangladesh the approach to teaching-learning of English has undergone radical changes over the past two decades. The objectives of learning English have been changed radically. The necessity of learning English is needed for worldwide communication. It is unquestionable that English is the language for trade, commerce, job market, medical assistance, higher education or access to information. Being able to use the language for effective communication in real life situations locally and globally has become the prime purpose for learning English as a foreign language. As English is skill based subject effective communication depends on how much competent a person in four skills such as listening, speaking, reading and writing. To give equal emphasize on the four skills CLT (Communicative Language Teaching) approach is the best approach. Considering this learning need, the country adopted Communicative Language Teaching (CLT) from primary to higher secondary levels. A communicative curriculum for secondary level was introduced in 1996. The National Education Policy (2010) also emphasizes the learning of English for communicative purposes. The successful implementation of a language curriculum, especially a communicative language curriculum, depends mainly on properly trained teachers.

There are four basic principles of CLT approach such as i) personal engagement ii) interacting co-operating iii) using four skills in real life situation and iv) learning by doing. In CLT approach four skills will be taught in integrated way and by practicing the four skills equally the learners will be efficient in English. But in our secondary level education only two skills are practiced. So the purposes of introducing CLT approach is not achieving here. On the other hand the teachers and the learners are not getting enough chance to practice the four skills. They are exam oriented. In the examination only reading and writing skills are tested. So, they are avoiding the two major skills especially the listening skill. This avoiding tendency is the main barrier of developing our students' English. In order to communicate orally in English, development of listening skill is a must.

In terms of communication, listening skill plays a vital role because another powerful skill i.e. speaking skill is interrelated with the listening skill. Communication means to exchange the thought, feelings, emotion, opinions, sorrow, happiness etc. to the others through language. The student has to learn not only the forms of the foreign language, the sound segments, the word forms, and the sentence structures but also to interact with context of words to act the possible meaning. English is not a content based subject rather a skill based subject. In our secondary education sector, to do well in English language our students have to pay equal attention to learn all the four skills. But the scenario is different. The teachers of secondary level are avoiding teaching their students listening skills and speaking skill. On the other hand the students are also neglecting the two vital skills. So, in the long run the quality of teaching English is falling down.

The Ministry of Education (MOE) has taken some extreme measures to train the secondary level English teachers to provide them with updated teaching tools and techniques as well to reform the national curriculum to help students master all sorts of skills whenever it comes to English as a Second Language in Bangladesh. Besides the Govt. of Bangladesh some NGOs and others projects are also trying to train the teachers of secondary school. For example, BRAC is one of the NGOs, is trying to provide the qualitative training to the secondary level teachers. After receiving the training, they are requested to implement what they learnt from the training session. The teachers are receiving training again and again but in school i.e. in the classroom they are not implementing the training. They are taking the class by following traditional methods. CLT approach is not implemented. They are suppose to teach the students listening skills with the others three skills but reality is different. Listening skill is neglected. So the goal of curriculum is not achieving. Actually, where are the problems and what are the problems? The purpose of my research was to find out the challenges or difficulties in the classroom that are really the barriers of teaching listening skill.

However, from my observation so far I notice, some teachers consider listening as the easiest skill to be taught (but they are not teaching the students). Most students think it is difficult. This contradiction points to the fact that there are some aspects of teaching listening that need to be explored. Students' burden in listening comprehension activities does arise from difficulties in decoding the signals. In normal experience in mother tongue, language grows in context,

whereas for foreign language, context must be created, because the more knowledge about the situation the more readily the language used.

This made listening one of the most challenging skills for students and teachers to develop and yet one of the most important. The study found out the problems of both the teachers and the students in terms of teaching and learning the listening skill.

A significant number of researches have been conducted in reading and writing skill, the researchers (Morris & Leavey, 2006; Linebarger, 2001; Hunsaker, 1990) have been identified that for human learning and development listening skill has played an important role. Listening is the key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated. The mismatch situation can create. According to Howatt & Dakin (1974), listening which is the ability to identify and understand what others are saying, involves understanding speakers accents or pronunciation, grammars and vocabulary, and comprehension of meaning. It involves more than simply hearing. Listening is an active process that constitutes the construction, retention and reaction of meaning that is assigned to information. So, the ability to listening skill depends on understanding the speaker's pronunciation, the grammar and words used the speaker and the message that the speaker wants to disseminate. The listener has to maintain the process to get the message. If the listener overcomes the process successfully, he gains the ability of a good listener. In this connection Rachel Naomi Remen has said,(cited in Skills You Need, 2011-2014) *"The most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention."* It is clear that listening is one kind of ability to listen effectively to receive message accurately in communicative process. So the ability of listening skill in foreign language does not come in a day. To be skilled in a foreign language the listener should spend time because this is not our mother tongue. So to acquire a foreign language it should be practiced like our mother tongue within a homogeneous speech community. School is the main place to practice the foreign language like English. In this connection Gilbert (2005) found that K-12 students spend between 65% and 90% of their school time in learning, which is achieved, in fact, through listening course. Research has found that improvement in listening skill has a positive effect on other language skills: reading, writing, and speaking. But in Bangladesh application of this

theory is very challenging because the teachers and students should speak English to create a homogeneous speech community which is a rare situation. From the above discussion it is easy to understand that listening is a challenging skill to learn English. The challenge is not only for the students but also for the teachers. It was helpful to find out the reasons of avoiding the listening skill in the classroom.

1.2 Context

CLT approach has been introduced in Bangladesh syllabus since 1996 (National Curriculum and Textbook Board [NCTB], 1996). CLT approach is the combination of all methods. For implementing the CLT approach in Bangladesh, there is a change on the approach of the English teaching learning methods. The teaching of English is emphasized on the function of language as a mean of communication. The learners focus on *how* to use the language and not on *what* the language is. The curriculum does not concern mainly on the linguistic understanding, but it aims to make students able to use the language appropriately in daily conversation. As a result, the need for the listening competence has recently attracted considerable attention. Consequently, communicative approaches are proposed to be used in teaching learning method.

However, some observation and researches in the field of English teaching in Bangladesh have found that the teaching of listening skill is still disappointing and needs to be improved. Although students have mastered the basic elements of English grammar and vocabulary, their listening comprehension is often weak. Through systematic study of Basic English teaching stages started at university. The real thing is that through studying the students are able to use the reading, writing and translation in integrated way but their listening and speaking capabilities have been left behind. The main reason is the students are not getting chance to practice listening skill in their academic education system.

Listening is so important that many top employers give regular listening skills training for their employees. This is not surprising when we consider that good listening skills can lead to: better customer satisfaction, greater productivity with fewer mistakes, increased sharing of information that in turn can lead to more creative and innovative work.

Good listening skills also have benefits in our personal lives, including: a greater number of friends and social networks, improved self-esteem and confidence, higher grades in academic work and increased health and wellbeing. Studies have shown that, whereas speaking raises blood pressure, listening brings it down. In academic career the students are giving more emphasis on only receptive and expressive skills i.e. reading and writing. But it should be on the speaking and listening skills. In (2009) a study conducted by Yalcinkaya, Muluk and Ashim, they have showed that the foundation of reading and writing skill is built upon speaking and listening skill. In this regard they have showed their argument that written language skills hardly develop without realizing the infrastructure of a language – the sounds. They have also argued that listening ability strongly influences speaking, reading and writing ability. Actually the research indicates the importance of listening in English as foreign language learning. Another study showed that adults spend an average of 70% of their time engaged in some sort of communication, of this an average of 45% is spent listening compared to 30% speaking, 16% reading and 9% writing(Adler,2001).

Though there are a lot of benefits of listening skill, the teachers and the students are avoiding the most important skill in terms of learning English as a foreign language. The English for Today books has been designed in such a way so that the teachers and the students can practice the listening skill. Even then the teachers are avoiding the listening skill. The study therefore wants to investigate to find out the reasons of avoiding the listening skill in the classroom.

1.3 Purpose of the Study:

The purpose of the study was to

1. Search and find out the problems the students face in the listening class.
2. Find out the problems the teachers face to teach listening skill to the students.
3. Know the teachers' attitude toward the listening skill.
4. Find out the problems in the English for Today books related with the listening skills.
5. Search and find out the problems with the tools for teaching listening skills.

1.4 Significance, Scope and Delimitation

1.4.1 Significance

Listening is the most frequently used form of language skill (Thanajaro, Metinee; Shrum, Judith, 2000), which plays a significant role in daily communication and educational process. It is the basic bricks and mortar of a language acquisition. Krashen (1992) has argued that language acquisition highly depends on the decoding process of making sense of incoming message. Language acquisition never accrues without access to the comprehensible language input (Rost, 1994). In this regard Nunan suggested that listening is the gasoline that fuels the acquisition process. So without acquiring listening skill the others skills, others skills cannot be learn in proper way. But in our secondary Education Sector listening skill and speaking skills are avoiding by the teachers and the students.

This paper brings the attention to profound and critical skill in language learning, namely listening with a particular focus on EFL learning in Bangladesh. There is some initial evidence demonstrating the development of listening skill, which leads to the efficiency of second and foreign language development. The development of listening skill depends on the teachers and the students. If the teachers of secondary level teach the students listening skill, the students will learn the listening skill. The study has found out some problems that are hindering the listening skill development in Bangladesh. The outcome of the study is expecting to provide empirical evidence that will be useful to teachers of English Language in the classroom, curriculum developers as well as textbooks writers. The study can help second language teachers to realize that mastery of a language rests on the ability to listen well, understand the speeches of other people, and the ability to communicate effectively. This realization will make teachers discover that through the listening skill the students can develop their English. The listening study therefore made some useful suggestions which will encourage second language teachers to use different materials in developing the English listening and speaking skills of their students at the Secondary Level.

1.4.2 Scope and Delimitation

The scope of this research study is to find out the areas where the teachers and the students face the problems or difficulties in terms of learning listening skills. Though there are a lot of research has been conducted on language learning, very few researches have been conducted in this area. So in this sense, the researcher gets a chance to research in this area. Delimitation of the research is the following areas- Time limitation, accessibility in the Secondary Schools, Small sample size, confidential information collection, unavailability of respondents during my need.

1.5. Research Questions:

1.5.1. General Question

1) What are the teachers' attitudes to teach listening skill in the classrooms at secondary level education in Bangladesh?

1.5.2. Sub Questions:

- 1) What are the difficulties the students face in the listening classes?
- 2) What are the difficulties the teachers face to teach listening skill?
- 3) What are the teachers' attitudes to listening skill?
- 4) What are the problems of listening lesson given in the English for Today books?
- 5) How the curriculum and the examination system are different?

1.6. Conceptual framework, theory and Hypothesis

Students spend a large portion of the school day listening. They listen to announcements, to classroom instruction, to peers and to various school personnel. Students with good listening skills are generally more successful than their peers who are passive listeners. But this listening skill follows some theories and methods such as Krashen, Behaviorist theory, Mentalist theory, Innatist theory Grammar Translation methods and Audio Lingual method etc. Krashen brings

listening-based methods together through the notion of 'comprehensible input'. He claims that 'acquisition' can take place only when people understand messages in the 'target language' (Krashen and Terrell, 1983). Listening is motivated by the need to get messages out of what is heard. Foreign language learner acquires a new language by hearing in contexts where the meaning is made plain to them. Ideally the speech they hear has enough 'old' language that the student already knows and makes enough sense in the context for the new language to be understood and absorbed. How the teacher gets the message across is not particularly important.

Behaviorism derives from the work of the famous psychologist Skinner (1975). According to the behaviorism theory; every utterance is produced as a result of some kind of stimulus. Such stimulus could be internal, physical or verbal. For example, language response to hunger which is an internal state could be the utterance, "I am hungry". For a child to learn to make such a response, his attempt at producing the piece of language will have to be reinforced, and if reinforced, would likely lead to further utterances.

For listening the message the learners involve with the two processes such as bottom up theory and top down theory. It is also called listening process model. Before applying the listening process model the listeners should take preparation. For taking preparation they should follow the three stages such as- i) determine the Listening Goal(s), ii) analyze Listening context and iii) address the influence of Listening filters. The listening goals involve people, settings and tasks/purposes. Because goals are varied and incorporate both verbal and non verbal components, and effective listeners must determine if the immediate goal is (Thompson, Leintz, Nevers, & Witkowski, 2013, p. 230). For example, discriminative, comprehensive, evaluative, appreciative, empathic and interpersonal. For effective listening understanding the context is very important (Thompson, 2013, p.231). For example, who is presenting the message? What is the occasion for delivery of the message? Why is this presentation being made? For whom is the message being presented? The third step of preparatory step is to address the Influence of Listening Filters for example- Listening filters are internal and external factors that influence all aspects of the listening situation. They affect the listening process; thus, it is imperative that the effective listener take inventory of them and, before the listening event begins, find ways to address them. Some of the many listening filters are: culture, listening style, age, brain dominance, physical condition, atmosphere, psychological states etc. In this regard Krashen (1987, cited by Larsen-

Freeman & Long, 1991) believes that a high affective filter inhibits acquisition, whereas a low affective filter promotes it. In this regard Krashen (1989) identifies materials which tend to lower the affective filter as "comprehensible input on topics of real interest" (p.29), that is, by and large, a hint if not direction, authentic materials.

The Integrative Listening process Model does work on the basis of the following five distinctive components i) receive, ii) comprehend, iii) interpret, iv) evaluate, and v) respond (Thompson et al., 2013, p.232).

From the above theories it is clear that for learning a language the students and the teachers need motivation, a good teacher (or guide) and learning by doing. Here, for the students the teachers are the teachers of the secondary schools. And for teachers learning the teachers may be the trainers from whom the teachers are receiving the training. So, when the learners face any difficulties the teacher and the trainers will help the learners to learn the language.

1.6.1 Hypothesis: Inconsistency between curriculum and examination system is the main cause of avoiding listening skill at secondary level education in Bangladesh.

1.7. Thesis Outline

For writing the research paper the researcher follows some steps. The researcher divides his research paper into some Chapters. The research paper is written by the researcher on the basis of the following Chapters. The chapters deal with some sequential ideas and outline of the study to the reader.

Chapter 1: It is the first chapter and it provides a brief outlines about the research and the thesis, including the background of the topic, context the specific research problem, and associated research questions and purposes of the study; and lastly, the significance and delimitation of the research. It gives the ideas about the research paper and controls the whole process of the research.

Chapter 2: Chapter two is related the study in previous literature. Here the researcher studies some related literature and gets the ideas about the gap and scope of the research and finally provides the summary of literature review.

Chapter 3: This chapter describes the process of designing the whole materials and according the materials how the researcher moves to fulfill the purpose of the study. Here, the researcher designs the materials for outlines the research methods for this study by combining both qualitative and quantitative techniques. It provides a brief description of selection of the study areas, the target peoples, attitudes, the data collection methods and analysis along with the limitations.

Chapter4: It is the result chapter and here the researcher shows the information that he gets according to the questionnaire. According to the asking information data is written here. The researcher only puts the data here according to the questionnaire for both the teachers and the students.

Chapter5: This chapter discusses and analyses the data from the result chapter and according to the discussion and analysis the findings comes here. Here the researcher matches the findings with the purposes of the study. It reflects on the nature and problems of the study and explains in detail the challenges of listening skill, the barriers to policy implementation, and prospective areas of participation. The chapter is divided in two parts. While part one elaborates these findings from the perspectives of the target peoples under study, part two presents the data obtained from interviews and focus group discussions with participants and class follow reports.

Chapter 2: Literature Review

2.1. Introduction

It is one kind of intellectual cultural to study literature before starting a research. Related literature is always helpful to find out the gaps in the respective areas. The literature becomes an input to the analysis and planning the research study. Literature is also helpful for gathering conceptual knowledge in the relevant field. The researcher also reviewed a good number of literature related to the second language learning and learning listening skill even its problems.

2.2. Review

In our country English language is treated as a second language and everyone wants to be competent in this language. But the competency never comes by practicing only two skills. If any student wants to be competent in English language especially in communication he/she has to be competent equally in four skills. While Hymes (1972:159 cited in Abedin, M. M. , Majlish, S. H. K., & Akter, S. 2009) mentioned ‘communicative competence’ as the aim of language teaching, Richard and Rodgers (2001:159 cited in Abedin, M.M. et al 2009) have explained the as communication”. Chomsky regards language theory in terms of ‘homogeneous speech community’.

From this theory it obvious that four skills are equally important for language learning and for practicing the four skills the learners need a community where the students and teachers speak in the same language. The target language is English and in the classroom the medium of communication is English. But in Bangladesh this scenario is absent. Only some English medium schools are following the theory. Almost all the nongovernment high school English teachers do not follow the theory. They are using Bengali language in English classes and the students are also following the teachers. As a result homogeneous English speech community is not created there. It is one of the main barriers of students listening skill development. The teachers are the model of the students. In the classroom the teachers are not speaking English and the students are deprived from listening English. Moreover, outside of the school in Bangladesh the learners are not getting the chance to practice listening skill because the community where he/she lives, all the members speak Bengali.

The main purpose of listening language skill is to communicate in real life situations. For successful communication listening skill plays a vital role. So the development of the listening skill is very important. In this regard, Rixon (1986) said, “The aim of teaching listening comprehension is (or should be) to help learners of English cope with listening in real life. One of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents – rather than just the voice of their teacher with its own idiosyncrasies. In today’s world, they need to be exposed not only to one variety of English The second major reason for teaching listening is because it helps students to acquire language subconsciously even in terms of native English speakers’ communication”. (as cited in Abedin, M.M. et al 2009)

According to the researcher this is the language learning theory and applicable for all language. In Bangladesh this theory is not fruitful in the background of secondary education. Though the curriculum and the syllabus have been designed on the basis of this theory, still it is confined within the papers. But it is one of the principles of CLT; EFT book is designed in such a way. So what is the barrier of implementing of CLT approach? The problem is with the implementation the theory. The contents on listening that are provided in the EFT books are not teaching properly in the classroom. The teachers and the students are using the Guide books in the classroom. Both the teachers and students are result oriented. Listening and speaking skills are not tested in the examination so, they are avoiding these skills. So students are not taught the listening within the real contexts. Result is not satisfactory. After completing their education they are not able to communicate in their real life situation in English. If they practiced the listening from class six to ten, they would be able to communicate in their real life situations and they could be able to catch different varieties and accents they would be the global speaker as English is a global language. In this regard Richard (1990:2) thought that the listening selection depended on the purpose of listening task. On the basis of listening purpose, interactional and transactional listening could be referred as well. Vandergrift (2002:2) has explained the matter as: Interactional use of language is socially oriented, existing largely to satisfy the social needs of the participants; e.g., small talk, and casual conversations.

To achieve the research findings of this study, language learning strategies are also important in learning listening skills. According to Chamot (2005), learning strategies are procedures that facilitate learning and are conscious and goal-driven. Examining students’ learning strategies can

help gain insight into the Meta cognitive, cognitive, social, and affective strategies used by second language (L2) students. Less successful students can be taught strategies to help them become better language learners (Chamot, 2005).

This theory describes the strategy of learners learning process of second language. To facilitate second language learning in the classroom the facilitator should follow the teaching procedure according to the learning strategy of learners in the classroom. Teacher should know the learning strategy of learners and set the goal of the lesson .Without setting the goal of lesson the learning will never fruitful. So teacher should follow the SMART (Specific, Measurable, Achievable, Realistic and Time bound) lesson plan for teaching in the classroom.

Listening is an interactive complex process where the learners interpret with what they know and what they are hearing. From schematic point of view it involves the connection between the background knowledge and the knowledge currently they are acquiring. The role of Listening skill is to make a connection with the learning process. In this connection, Vandergrift (2002:2) have said: Listening comprehension is ...an interactive interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding message. The degree to which listeners use the one process or the other will depend on their knowledge of the language, familiarity with the topic or the purpose for listening. Listeners' role is not just to hear. Actually listening involves comprehension. In this respect Wipf (1984: 345-48) has said that in listening comprehension there would be a context and within the context there would be five components such as sound discrimination, grammatical structure, retention, stress and intonation and vocabulary. So listeners should be able to recognize the sound, word meaning and grammatical structures and they should have attention to the stress and intonation. He has again added that students should be conscious about the socio-cultural context of the exposed content.

The procedure of teaching listening and reading skill is almost same. Listening skill had been traditionally treated as receptive skill. It requires processing input. Like reading skill listening skill follows the bottom-up and top-down process. In this regard Rixon (1986) have mentioned that in the 1950s listening was based on "separate building blocks" of the language that are the sounds, words and structures. It was a parts-to-whole approach where the listener moved from sound to grammar and vocabulary and finally to global message. The model gives emphasis on understanding the sound first, after that the listener tries to understand the words and finally tries

to match to sentence with its structure. In this theory the listener follows the strategy step by step like a building. As the learners give more emphasis on every word for understanding it is challenging for the learners. When they fail to understand all the word they think that they are unsuccessful learners. This is quite opposite of native speakers. In this connection Rixon have said “native speakers do not rely entirely on what their ears tell them, but fill in parts of the message, usually unconsciously, according to what they expect to hear” (Rixon, 30).

On the other hand the top-down approach is the opposite of bottom-up approach. It is more effective than bottom-up approach. The listeners play an important and active role here within the context. In this approach the listeners get three things at a time i) prior knowledge, ii) back ground knowledge and iii) contextual clues. Anderson and Lynch have said that the listener has to construct “a coherent interpretation” (Anderson and Lynch, 1988: 11) by linking what is said with what is known and then inferring, or interpreting, the message. As a result, the listener creates “a mental model”, which is the listener’s personal representation of what he has heard, by combining previous knowledge and experience with the just received input. Anderson and Lynch (1988: 11) referred to such listeners as “active model builder.” To arrive at such listening comprehension, they suggested that three sources of knowledge are needed: schematic or background knowledge, context and systemic knowledge.

2.3. Summary

The purpose of the research was to explore the problems of the teachers and the students face in the listening classroom. The researcher’s study was a qualitative study and for this reason the researcher tried to review the qualitative research-literature in this field. But in the research field there were a few numbers of the qualitative methods. So the researcher followed the both qualitative and mixed studies. Little number of literatures found regarding the respected research field. By reading the literature the researcher enriched the mental faculty.

Chapter 3: Research Design

3.1. Methodology and Research Design

This study addressed the following research questions that included in the chapter 1. Why do teachers avoid teaching listening skill? What are the problems the students face in the listening classes? What are the problems the teachers face to teach listening skill? What are the teachers' attitudes to listening skill? In order to find out the answers of the above questions the researcher took some steps one after another and went to the real fields physically. He observed some classes and applied the semi-structure interview methods as his research is qualitative one. In this regard the researcher asked some questions to the teachers and the students in the schools. Because the problems are in the classroom while conducting the listening class. Through this qualitative approach the researcher tried to find out the problems through the FGD with the students and the teachers.

Qualitative research is used as an umbrella term under this umbrella some activities and strategies were followed by the researcher. According to the Bogdan and Biklen in qualitative research data are termed soft because data are very rich on detailed description of persons, places, and their conversations; and they are data which cannot be handled with statistical tools (Bogdan & Biklen, 2007). In qualitative research the researcher got chance to mix with the actual experience subjects in which their beliefs and daily activities were portrayed in a particular setting.

The researcher followed them and went to schools and collected data. At first the researcher made a relationship with the head teachers and others teachers. Then he shared with them purpose of collecting data .The researcher for seek his research took schedule and date according to their time.

3.2. Population

The successful teaching always depends on the teachers and the students. When the teachers' and the students face any difficulties, the learning will be hampered. On the other hand, teachers subject based knowledge is a factor to teach the students in the secondary level education. To

know the teachers' background the researcher kept a question on the research paper on the last degree of the teachers. To explore the teachers and students problems in listening skill the researcher set the questions for the students and the teachers.

The study was carried out in non Government high schools in Bangladesh located in different districts. All the high schools located in rural area. The study also carried out in a BRAC training centre for teachers' interview by questionnaire. The participants were the teachers and the students. The number of the students was **85** and the number of the teachers was 70. Both the teachers and the students participated in the study. The researcher studied at five schools for students' interview and FGD. The names of the schools were Nowdapara Hamidpur Pilot high school, Nowdapara girls' high school, Motiabil high school, Mohanganj high school and Dhopaghata high school. All the high schools were under Rajshahi district. For teachers' interview and FGD the researcher selected five BRAC Learning Centers (BLC) such as the Uttara BLC, Pabna BLC, Dinajpur BLC, Rajshahi BLC and Natore BLC. The participants took part in questioning and answering sessions, Focus Group Discussion and triangulation sessions. For getting the actual scenario of real classroom the researcher observed ten classes from ten schools in Rajshahi district.

3.3. Survey instrument

To collect information, the researcher developed questionnaires for interview and Focus Group discussion (FGD) for both the students and the teachers. The questionnaire for the students and teachers were multiple choice questions along with open ended questions. In the open ended question the teachers were given the scope to incorporate their valuable suggestions in the questionnaire. Both the questionnaires were prepared in such a way that helped for a comparative study. To get the real information the researcher designed a class follow up checklist. For data analysis, a common statistical tool like descriptive statistics was used.

3.4. Procedure and Timeline

The research was to be conducted with the teachers and the students of different school. So the researcher decided to collect the data from the students and the teachers. In every school the researcher went several times. In first visit the researcher met with the Head teachers and the other teachers in their school and told them the purposes of going there. When they allowed the

researcher, he collected the data from the students. In the same way the researcher collected the teachers' information from the different corner of Bangladesh through five BRAC Learning Centers. The teachers came to BRAC Learning Centre for receiving training and by taking permission from the BRAC authority the researcher went there and collected the information. The total duration of collecting data was one month.

3.5. Data collection

Data were collected by the researcher within the period of a week from first week to third week of February/14. The semi-structured questionnaires were given to the teachers in Rajshahi BRAC Learning Centre, Dinajpur BRAC Learning Center, Pabna BRAC Learning Center, Natore BRAC Learning Center and Uttara BRAC Learning Centre and Students FGDs and interviews were taken from Hamidpur pilot high school, Motiabil high school, Mohangonj high school, Dhopaghata high school and Nawdapara girls' high school in Rajshahi.

3.6. Data processing

After collecting the data, the researcher transcribed, analyzed and interpreted every interview. For FGD the researcher had to listen to the record again and again and then transcribed it. The researcher took into account the overall opinion. It took huge time to analyze the data and come to conclusion.

3.7. Limitation, Consent access and human participants' protection

Limitation: For every research there are some limitation so, the researcher faced some difficulties with the following areas-

Resource Constraints: For an effective research, the researcher needed manpower. As the researcher is alone, it was difficult for him to manage everything. So, the result might not come easily.

Time limitation: Time is another factor to complete the research smoothly. As the time was limited the researcher did the all task quickly. So, the impact of quickness might hamper the research study.

Accessibility: During collecting the data the school authority and the teachers were firstly not agreeing to receive the researcher in their school.

Small sample size: Due to time constraints, the sample size was limited to small size.

Confidential information: Confidentiality of data was another important barrier that faced during the conduct of the study. Every organization has their own secrecy that is not revealed to others.

Scarcity of secondary data: Necessary records, publications were not available. That constraint might narrow the scope of the study.

Unavailability of Respondents: The students and the teachers were busy for other works. Therefore, they did not contact properly always. Only for data collection the researcher went their schools several times and according there time the researcher gave the interview and collected data. In the same way for students' FGD the researcher communicated with the Head teacher of high school but their internal problems it was not possible to collect information in the first particular visit.

Consent access and human participants' protection: Here the researcher asserts that, the outcome of the study will implement only for welfare of the students and teachers of Bangladesh and it is a part of MA in TESOL course. It will not be implemented for any harmful activities for any student.

Chapter 4: Results

In this chapter the researcher presents the results of the research. The researcher conducted the research with the 70 teachers and 85 students. So he discusses their perception and attitude all together according to the questionnaire of the students and the teachers. For results, the researcher jot down it according to the table one by one then he jot down result according to the open ended questions and FGD.

4.1. Result from Teachers' Questionnaire

4.1.1. Listening English is an important skill in learning English language (Table 1: Teachers' opinions regarding listening skill)

The researcher asked the statement to the teachers to know the importance of listening English to learn English language. Among the 70 teachers 53 teachers *agreed strongly* with the statement. That indicated 76% teachers *strongly agreed* that listening skill is important for learning English. On the other hand, 23% teachers only *agreed* with the statement and among them only 1 teacher was neutral with the statement. That was indicated that among the 70 teachers only 1% teachers were *neutral* and 99% of teachers were in *favor* of the statement.

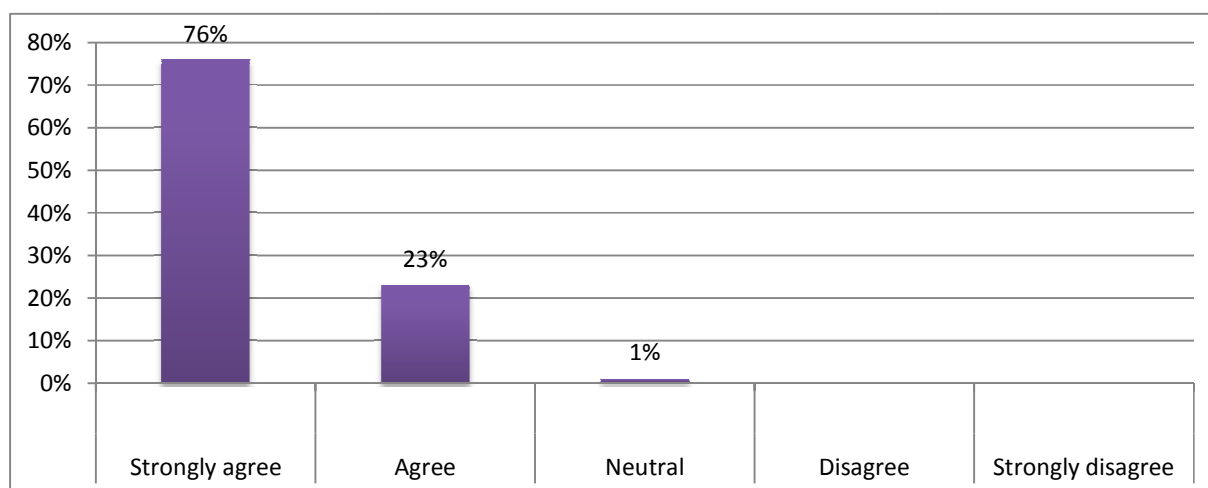


Figure1: Teachers opinions about the importance of listening skill

4.1. 2. Listening skill should be taught in the classroom to learn English Language. (Table 1: Teachers' opinions regarding listening skill)

The researcher set the second statement to know the present status of teaching listening skill in the classroom. In this regard he asked them whether they should teach listening skill to the students in the classroom. There were 70 teachers and among them there were 36 participants (52%) who *strongly agreed* with the statement on the other hand, another 33 participants (47%) *agreed with the statement*. So total $(52\%+47\%)= 99\%$ participants was in favored of the statement. They accepted the truth that listening skill must be taught in the classroom. The rest of the participants (1%) were neutral.

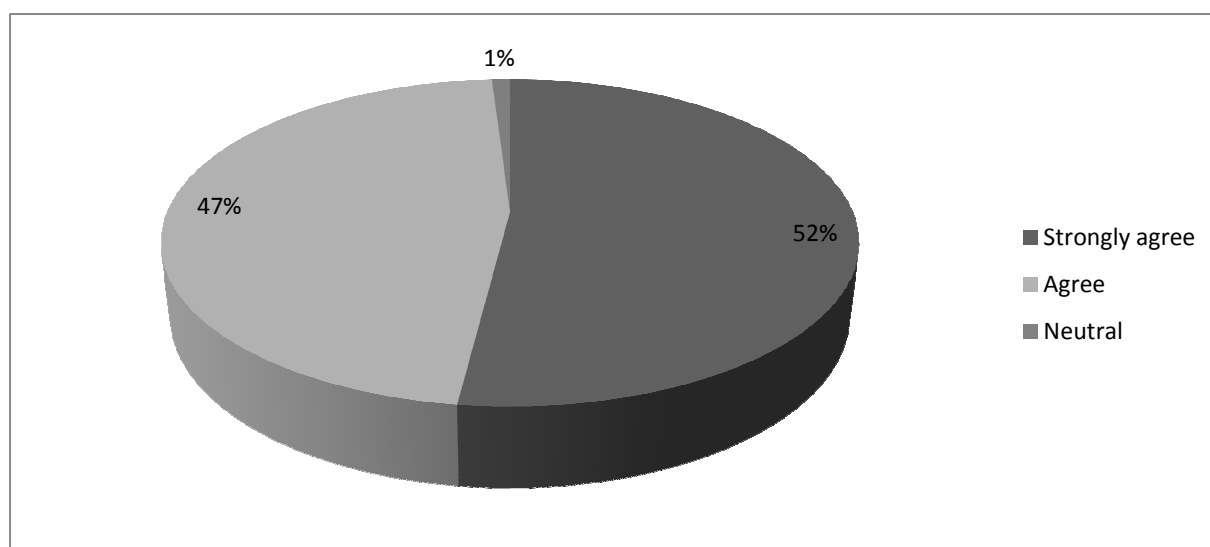


Figure 2: Teachers opinions of teaching listening skill in the classroom.

Table 1: Teachers' opinions regarding listening skill

Information	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Remarks
	Total	%	Total	%	Total	%	Total	%	Total	%	
Listening English is an important skill in learning English language	53	76	16	23	1	1	-	-	-	-	N=70
Listening skill should be taught in the classroom to learn English Language.	36	52	33	47	1	1					
You should teach your students listening skill in classroom by following EFT books.	35	50	32	46	3	4					
Listening skill should be tested in the exam.	33	47	30	43	1	1	6	9			
Our exam system is not authentic	20	28	26	37	9	13	13	19	2	3	

4.1.3. Using EFT for teaching listening skill (Table 1: Teachers' opinions regarding listening skill)

The statement was set to know whether the teachers followed the EFT book to teach the students listening skill in the classroom. Among the 70 teachers there were highest number of (50%) teachers who *strongly agreed* with the statement and 46% teachers who only *agreed* with the statement. Therefore, 96% teachers were in favor of this statement. On the contrary the lowest number of students (4%) was neutral. So, among the total number of students most of them believed that for teaching the listening skill they should follow the EFT books.

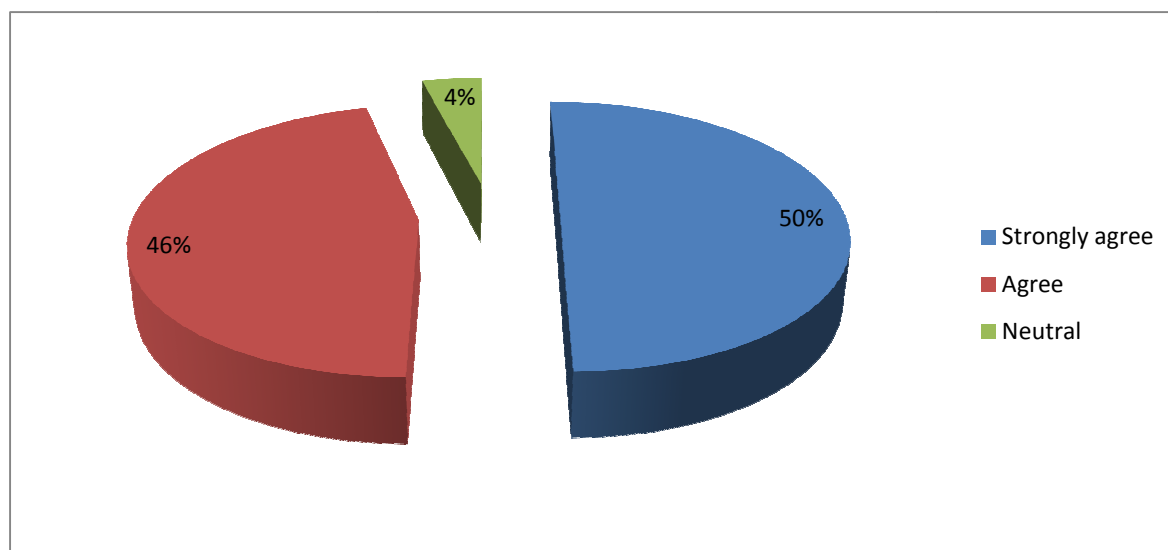


Figure 3: Using EFT for teaching listening skill in the classroom.

4.1.4. Listening skill should be tested in the examination (Table 1: Teachers' opinions regarding listening skill)

There were 70 teachers and the researcher asked them to know whether listening skill should be tested in the examination. Among them highest number of the teachers (33) who *agreed strongly* (47%) with the statement, the second highest number of the teachers (30 and 43%) *agreed* with the statement, the lowest number of the teachers 1% teachers were neutral with the statement and the third highest number of the teachers (6 and 9%) disagreed with the statement.

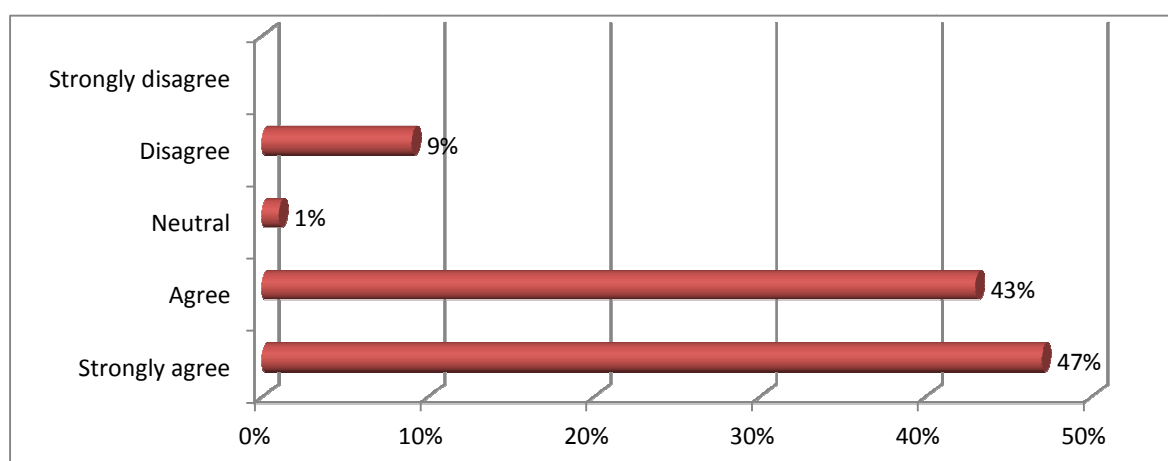


Figure 4: Listening skill should be included in the examination

4.1.5 Our exam system is not authentic (Table 1: Teachers' opinions regarding listening skill)

The researcher set the statement to know the teachers' opinion about the relation between the listening skill and the examination system. Among the 70 teachers the highest number of the teachers (26 teachers and 37%) agreed with the statement whereas the second highest number of the teachers (20 teachers and 28%) strongly agreed with the statement. 13% of the teachers (9 teachers) were neutral with the statement. On the other hand, 19% of them (13 teachers) disagreed

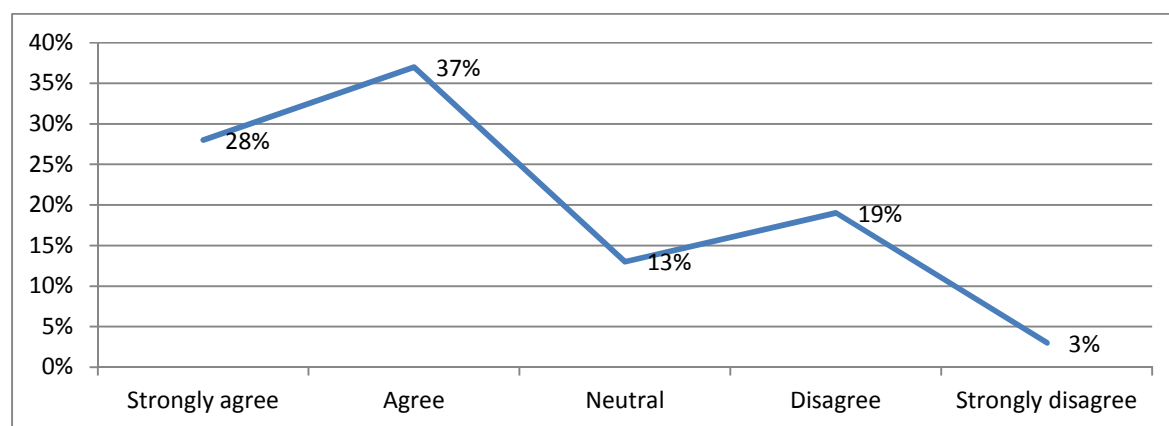


Figure 5: Teachers' opinion on Authenticity of exam system

with the statement. The poorest number of the teachers (2 teachers and 3%) teachers disagreed strongly with the statement.

4.1.6. Teaching listening skill (passage) in the classroom (Table 2: Frequency of doing activities by the teachers in the classroom related with listening skill)

The researcher asked the teachers how often they taught their students listening skill. Among the 70 teachers only 26% teachers (20 teachers) *always* taught their students listening skill in the classroom. 29% teachers (20 teachers) *often* taught their students listening comprehension. The largest number of the teachers (27) was 38% who taught their students listening skill *sometimes*. 1% teacher taught their students *rarely* and 6% teacher *never* taught their students listening skill. The scenario showed that $(100\% - 26\%) = 74\%$ teachers do not practice listening skill regularly with the students. All of them expressed that there were some barriers that held up them to practice listening skill in the class room.

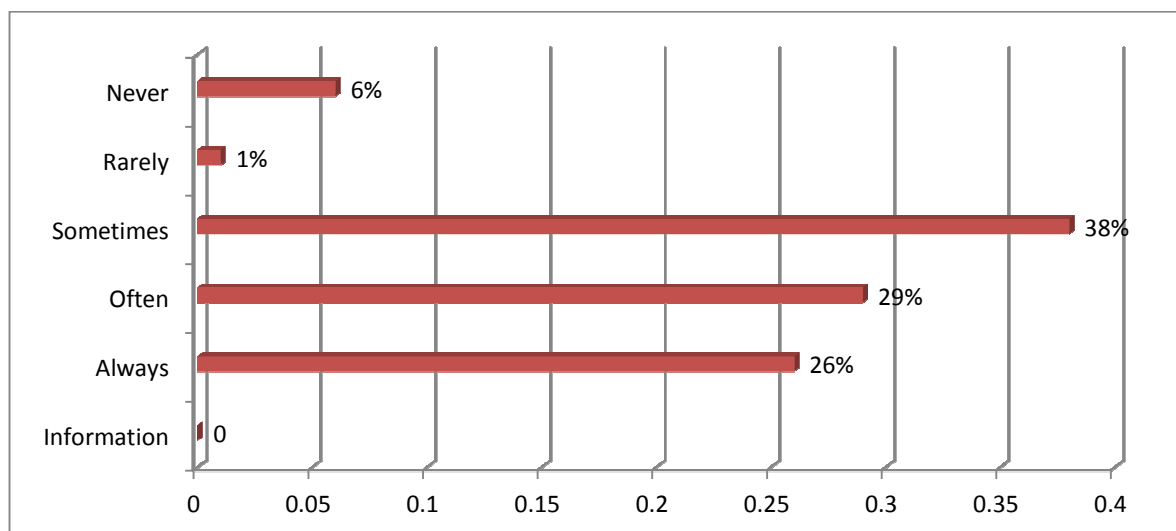


Figure 6: Frequency of teaching listening passage

4.1.7. Using TG (Teachers' Guide) for teaching listening skill (Table 2: Frequency of doing activities by the teachers in the classroom related with listening skill)

For teaching listening lessons and other lessons teachers need to take preparation. There is no passage in the EFT books on listening. So, for teaching listening passage TG is needed. When

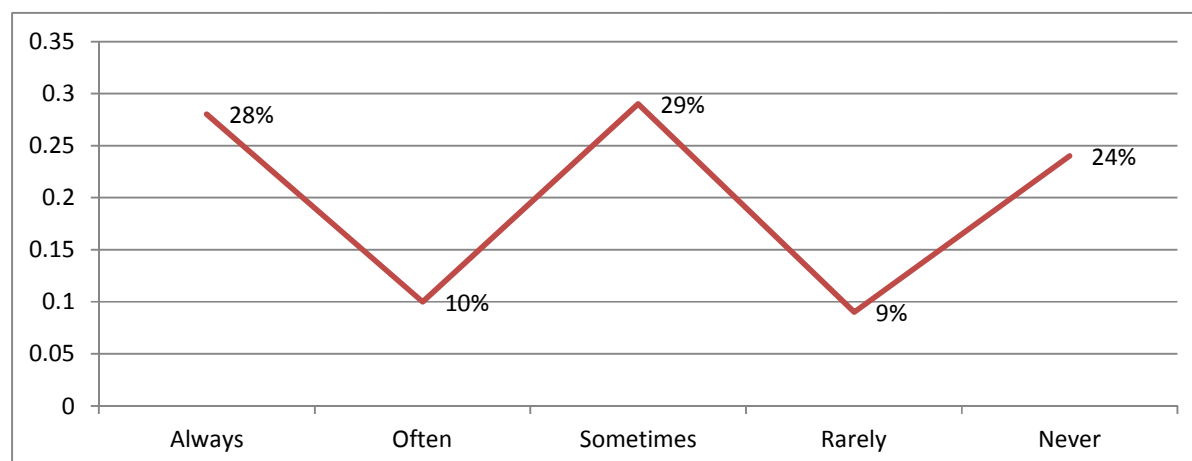


Figure 7: Using TG (Teachers' Guide) for teaching lesson to the students

the researcher asked the teachers whether they used TG or not for teaching listening skill in the classroom, only 28% teachers replied that they used TG *always*, 10% teachers *often* used TG,

29% teachers used TG *sometimes*, 9% teachers *rarely* used TG and 24% teachers *never* used TG for teaching listening. It is very obvious that the teachers who were not using TG they were not teaching the listening passage in the class because listening passage are given in the Teachers' Guide.

4.1.8. Using English language in the classroom (Table 2: Frequency of doing activities by the teachers in the classroom related with listening skill)

Among the 70 teachers only 33% teachers *always* used English language in the classroom, 44% teachers used it *often*, 17% teachers used English *sometimes*, 3% teachers *rarely* used English and another 3% teachers *never* used English in the classroom. To develop listening skill a homogeneous speech community is needed but the data showed that only 33% teachers are trying to speak in English in the classroom *always*.

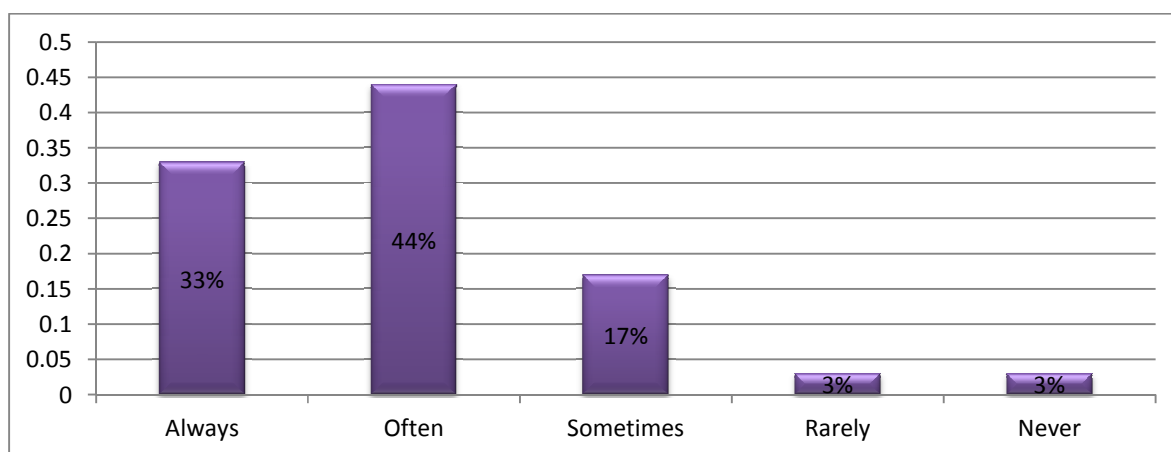


Figure 8: Using English language in the classroom

4.1.9. Conducting group work and pair work (Table 2: Frequency of doing activities by the teachers in the classroom related with listening skill)

The data described that among the 70 teachers most of them could not arrange group work and pair work in the classroom. Only 46% of teachers arranged group and pair work *always* while 22% of them arranged group work and pair work *often*, on the other hand 30% of teachers engaged their students in group and pair work *sometimes*. Only three teachers (1%) shared that they *rarely* did the tasks with the students but 3% teachers never did the task. But all of them

agreed that the group and pair work was always helpful to develop listening skill in the classroom.

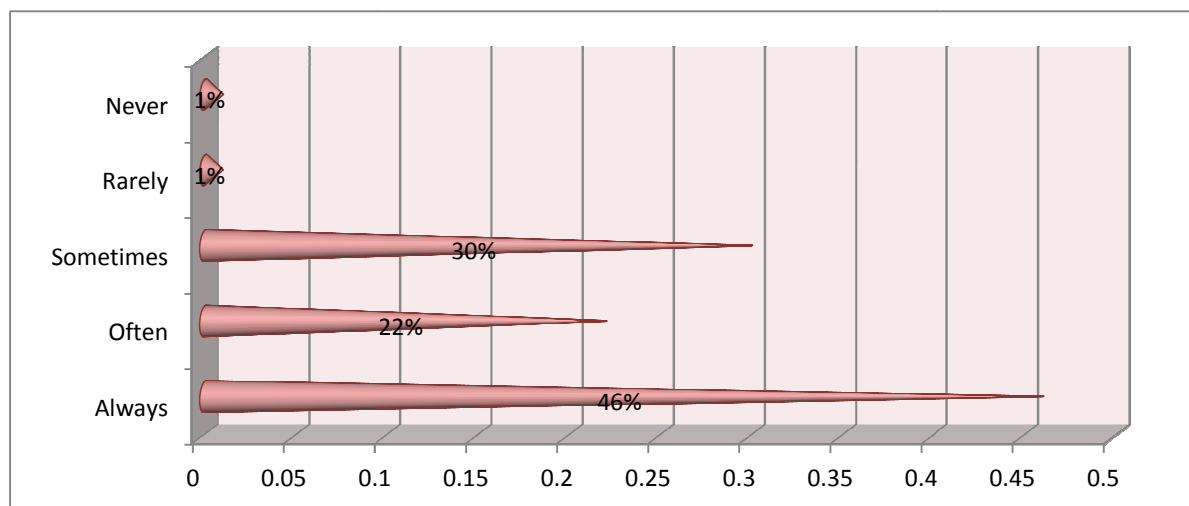


Figure 9: Conducting group work and pair work

4.1.10. Using different techniques for teaching vocabulary (Table 2: Frequency of doing activities by the teachers in the classroom related with listening skill)

The total number of the teachers was 70. The information showed us that 41% of teachers presented vocabulary *always* by following the different techniques while 3% of teachers *never followed* any technique or used any visual aids for vocabulary teaching in the classroom. 22% of the teachers *sometimes* used different techniques and visual aids for vocabulary presentation. On the other hand, 34% of the teachers presented vocabulary *often*. As English is a foreign language in our country to know the context in English, understanding the difficult word meaning is essential.

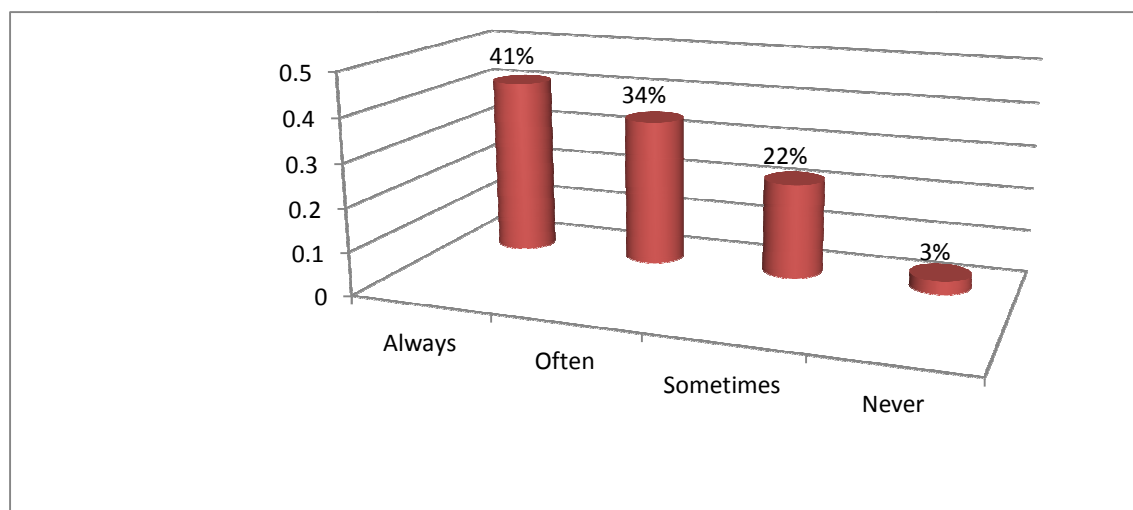


Figure10: Using different techniques for teaching vocabulary

4.1.11. Taking challenges to teach listening skill (Table 2: Frequency of doing activities by the teachers in the classroom related with listening skill)

In Bangladesh teaching listening skill in the classroom is a big challenge. The researcher asked the teachers whether they motivated or not to teach listening skill in the classroom. Among the 70 teachers only 43% of them agreed to take the challenges *always* of teaching listening skill in the classroom where as 4% of teachers *rarely* motivated to take the challenges to teach listening skill in the classroom. 14% of teachers were *often* motivated when 39% teachers were motivated *sometimes*.

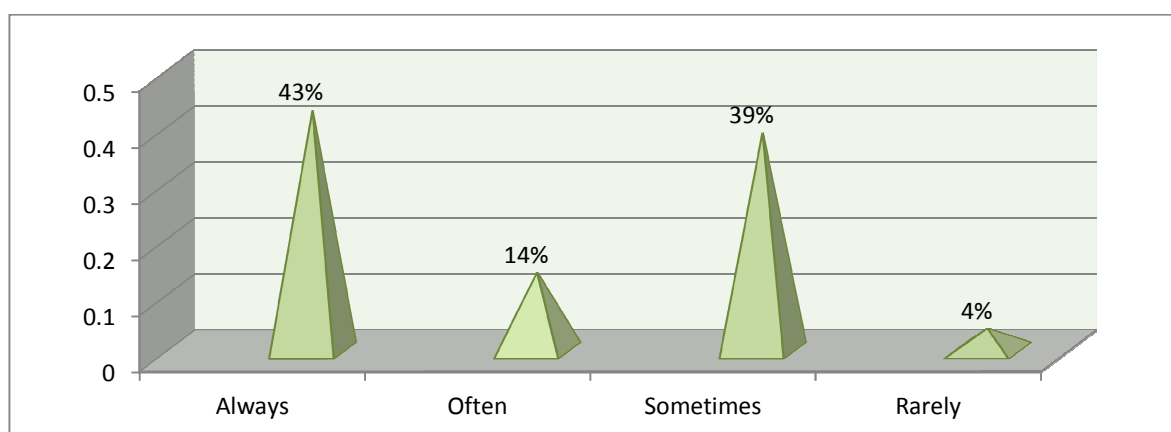


Figure 11: Taking listening as a challenge

Table 2: Frequency of doing activities by the teachers in the classroom related with listening skill

Information	Always		Often		Sometimes		Rarely		Never		Remarks
	Total	%	Total	%	Total	%	Total	%	Total	%	
Teach listening skill (passage) in the class	18	26	20	29	27	38	1	1	4	6	N=70
Use TG for teaching for listening passage	20	28	7	10	20	29	6	9	17	24	
Use English in the class	23	33	31	44	12	17	2	3	2	3	
Conduct G.W and P.W	32	46	15	22	21	30	1	1	1	1	
Use different technique for teaching vocabulary	29	41	24	34	15	22	-	-	2	3	
Take challenges to teach listening skill	30	43	10	14	27	39	3	4	-	-	
Large classes are big problem to implement listening skill	25	36	14	20	20	29	3	4	8	11	
Students are motivated to learn listening skill	26	37	23	33	17	24	4	6	-	-	

4.1.12. Large classes are big problem to implement listening skill (Table 2: Frequency of doing activities by the teachers in the classroom related with listening skill)

The researcher asked the teachers whether the large class is problem or not for conducting the listening lessons. The table showed us 36% of teachers gave practical opinion according to them, the large class was *always* problem whereas, 11% of them disagreed with the statement

according to them, large class was *never* a problem to them. 29% teachers were the middle position. According to them, *sometimes* large class is a problem for conducting listening lesson. On the contrary, 20% of teachers faced problems with the large class *very often* when 4% teachers thought that large class creates problems *very rare* for conducting listening class. From teacher's point of view large classroom is a big challenge for conducting listening lesson in the class.

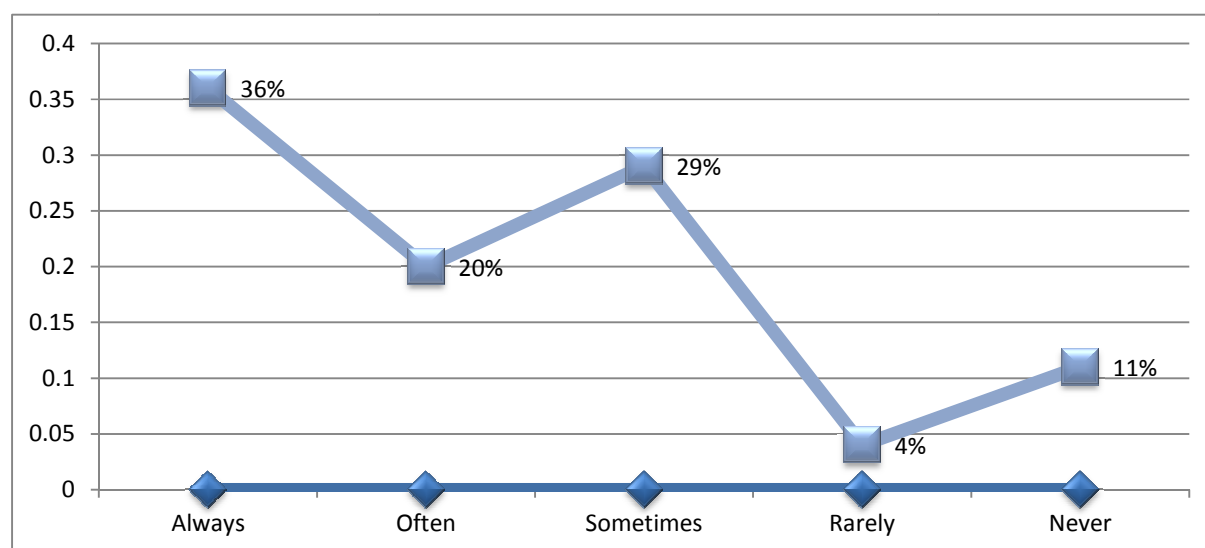


Figure12: Problem with large class

4.1.13. Students' motivation (Table 2: Frequency of doing activities by the teachers in the classroom related with listening skill)

The researcher wanted to know from the teachers how much their students motivated to learning listening skill. Only 37% teachers answered that their students *always* motivated to learn listening skill in the classroom. Another 24% of teachers replied that students are *sometimes* motivated learn listening skill in the classroom. 6% teachers thought that their students are *rarely* motivated to learn listening skill. Only 33% teachers *often* believed that their students are motivated to learn listening skill. According to them, self motivation is needed for learning anything. In CLT approach it is called personal engagement

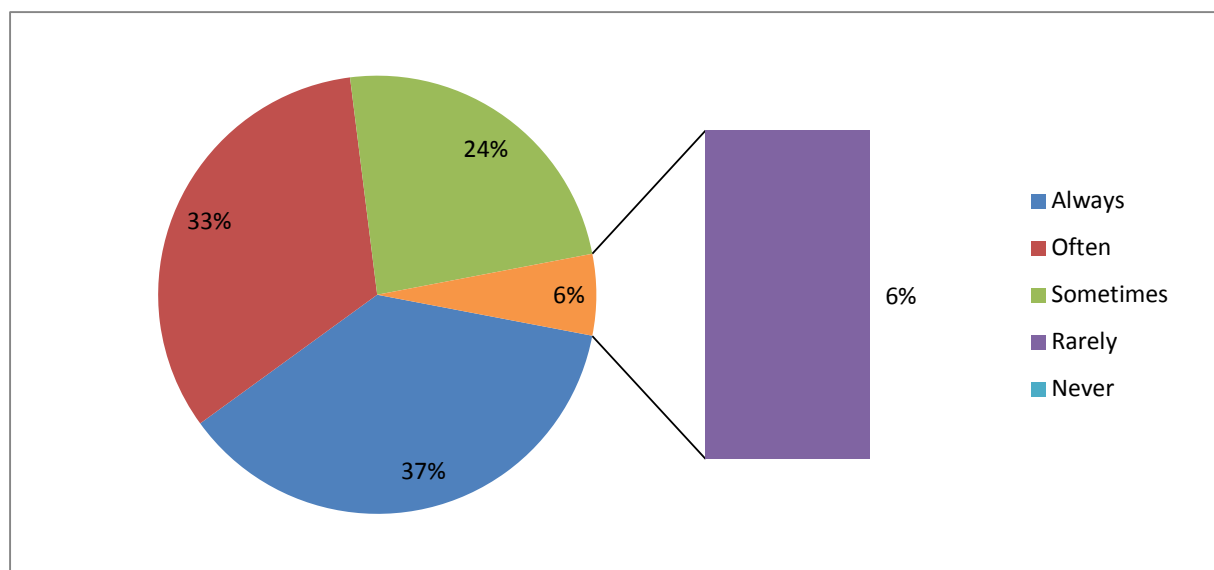


Figure13: Students motivation

Result of teachers' self proficiency

4.1.14. Can speak English fluently (Table 3: Teachers' self proficiency)

While collecting data the researcher wanted to know whether they could speak English fluently or not. Among the 70 participants 16% of the teachers strongly *agreed* with the statement they replied that they could speak English fluently; where as 1% teachers *strongly disagreed* with the statement i.e. they could not speak English fluently. On the other hand, 70% teachers *agreed* with the statement and 7% teachers were *neutral*. Rest of the teacher i.e. 6% of teachers *disagreed* with the opinion. So, $(16+70)\% = 86\%$ teachers can speak fluently in English.

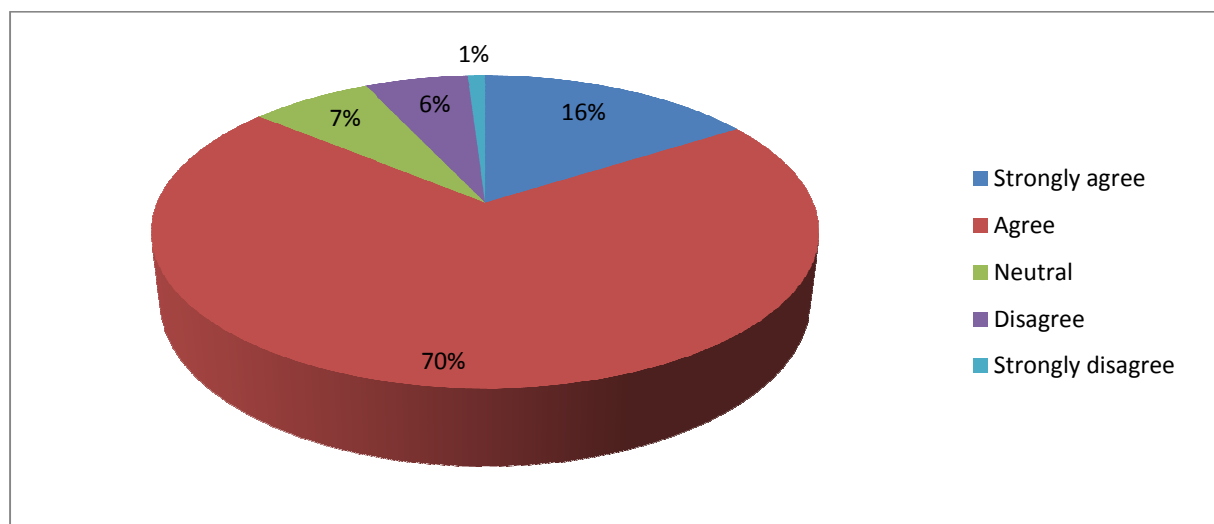


Figure14: Teachers' opinion on speaking English fluently

4.1.15. Can pronounce good (Table 3: Teachers' self proficiency)

The researcher asked the teachers if they had good pronunciation. Among the 70 teachers only 20% of teachers *agreed* with the statement *strongly*. 1% teachers shown their *disagreement* with the statement. 12% teachers were *neutral* and 67% teachers *agreed* with the statement.

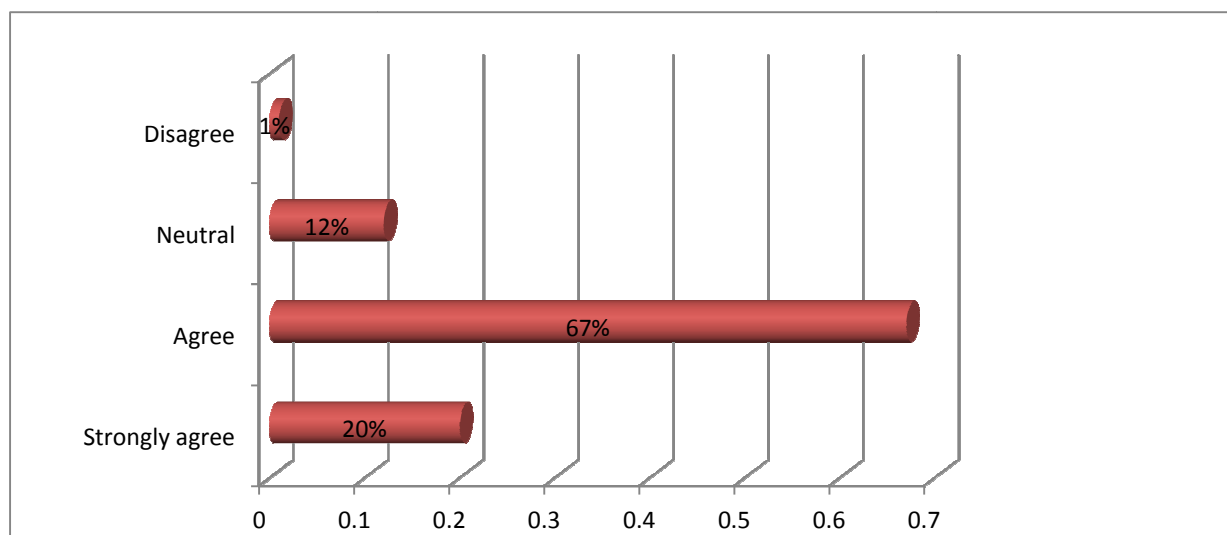


Figure15: Have good pronunciation

4.1.16. Can catch the foreign pronunciation (Table 3: Teachers' self proficiency)

For practicing listening skill teachers should listen to the native speakers' speeches. In this regard the researcher set this question to know the teachers capability of understanding or catching the foreign pronunciation. Hence, we found that 24% teachers *strongly agreed* with the statement and other 23% teachers *agreed* with the statement. Other 32% teachers were *neutral*. Whereas, 21% teachers *disagreed* with the statement

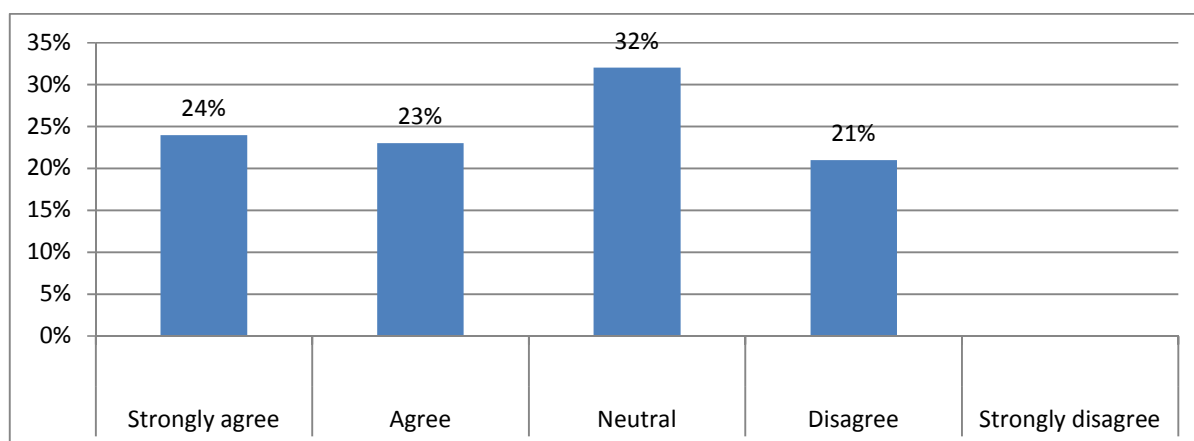


Figure16: Catching the foreign pronunciation

Table 3: Teachers' self proficiency

Information	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Remarks
	Total	%	Total	%	Total	%	Total	%	Total	%	
Can speak English Fluently	11	16	49	70	5	7	4	6	1	1	N=70
Can pronounce good	14	20	47	67	8	12	1	1	-	-	
Catch foreign pronunciation	17	24	16	23	22	32	15	21	-	-	
Can teach listening skill according to procedure	14	20	52	74	2	3	2	3	-	-	
Need training	52	74	17	25	1	1					
Have loud voice	35	50	33	48	1	1			1	1	

4.1.17. Can teach listening skill without any hesitation (Table 3: Teachers' self proficiency)

The participants had been asked whether they knew the teaching listening procedure or not. 20% of them strongly *agreed* and 74% of them *agreed* on this point. 3% teachers were *neutral* and 3% teachers *disagreed* the statement. 94% teachers believed that they could teach listening skill to the students without any hesitation. According to the table the highest number of the teachers knew the teaching listening procedure.

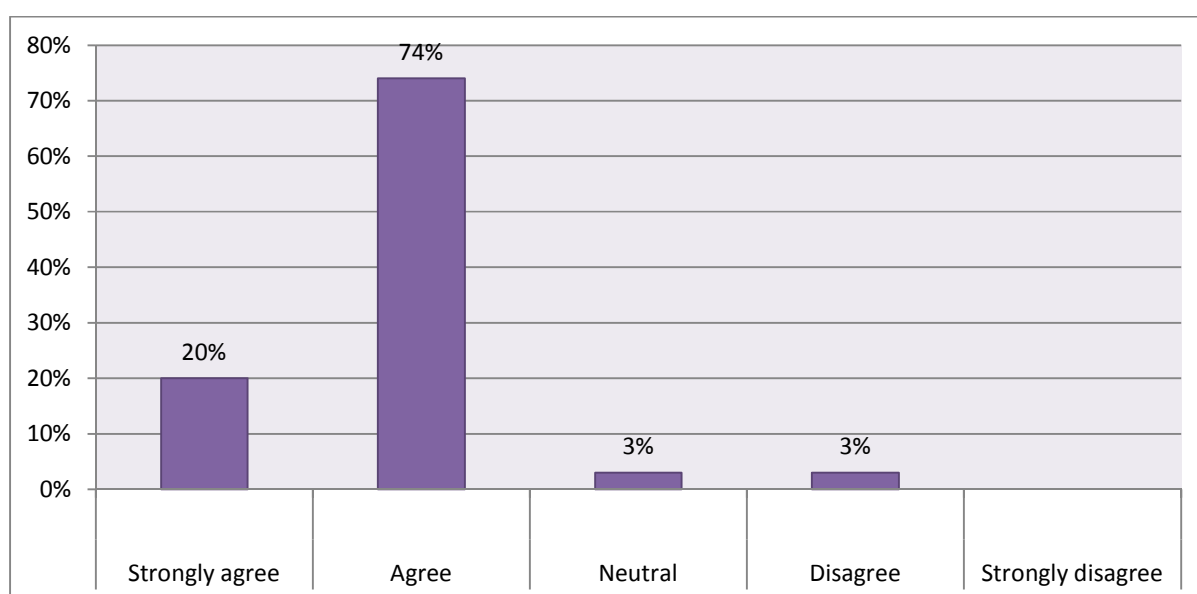


Figure17: Teaching listening skill without any hesitation

4.1.18. Need Training for conducting the effective listening class. (Table 3: Teachers' self proficiency)

The researcher asked the participants if they need training. Regarding this question 74% participants strongly *agreed* that they need training and 25% participants *agreed* on that point that they need training for conducting the effective listening class. Only 1% participants were *neutral*. Total (74%+25%) =99% teachers felt that training was needed for conducting an effective listening class.

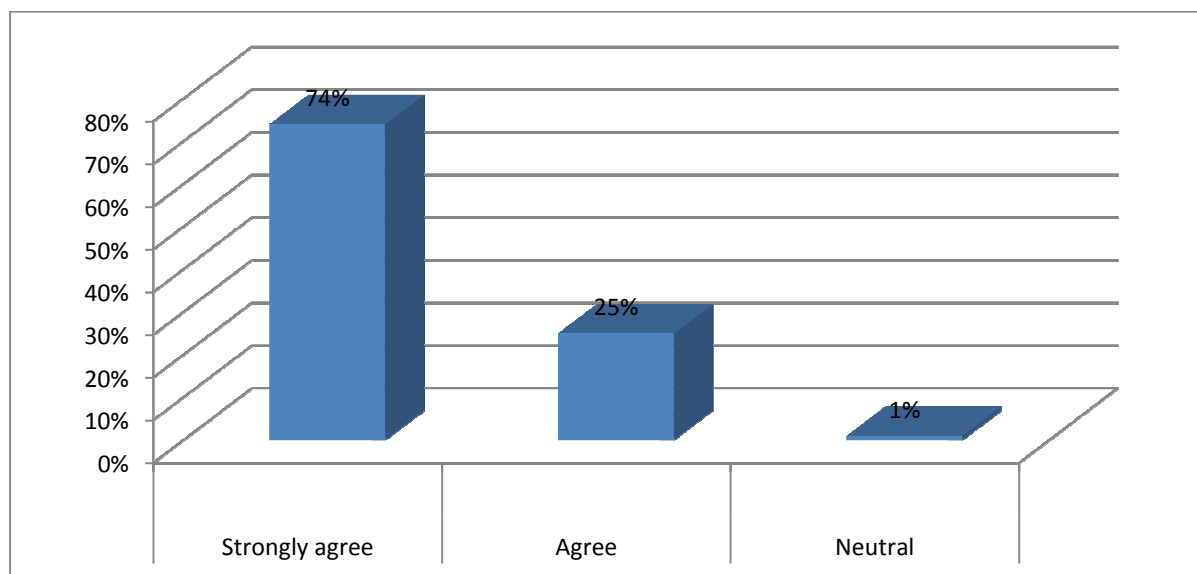


Figure 18: Need training

4.1.19. Have loud voice (Table 3: Teachers' self proficiency)

This question was set to know whether they had loud voice. 50% teachers *agreed strongly* with the statement and 48% of them *agreed*. Only 1% teachers *strongly disagreed* with the statement whereas 1% was *neutral*. So total (50%+48%) =98% teachers had the loud voice to conduct the listening class in a large class.

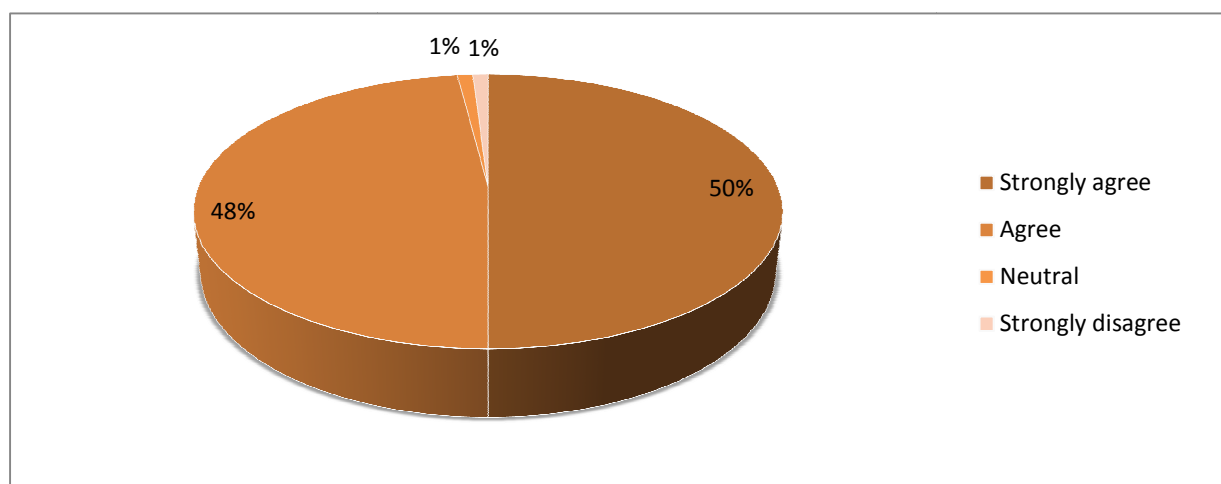


Figure19: Have loud voice

Result of open ended questions

4.1.20. Teaching listening lessons

Among the 70 teachers many of them answered that they wrote some questions on the board then they read the passage before the class. The students listened to the teachers and answer the given questions. Some of them replied that they called a student for reading the passage in the class and instruct the other students to listen him/her (reader). In this way they were practicing listening skill in the classroom. Among the 70 participants only four or five teachers answered the question properly. According to them they followed the stages and steps properly. They followed the pre-listening stage, while listening and post listening stage. But all of them shared that they didn't have the listening passage with them for new books. As a result many of them were using the self prepared material that was not related with the EFT listening. On the other hand, in some cases they were using the guide book included some listening passages but these are not prescribed by NCTB. Among the 70 teachers many of them were using mobile phone to teach listening skill in the classroom provided by EIA (English In Action). Actually they were not following the unique procedure to teach the listening skill in the field. The teachers were not well trained on listening skill. As a result there is mismatch situation on listening skill at Secondary education sector.

4.1.21. Challenges of Listening skill

The researcher asked the teachers to mention the challenges of listening skill in the classroom.

They mentioned the following challenges

- i) The large class is a problem for teaching listening skill in the classroom.
- ii) All students cannot listen properly.
- iii) The students cannot understand the meaning of the listening passage because they try to understand the all word meaning rather than the gist.
- iv) The students don't understand the native English pronunciation.
- v) The students are not regular in the English class.
- vi) The students are not habituated for listening activities.

- vii) The school does not have the listening materials such as computer, listening CD, electricity, TG etc.
- viii) Students' poor receptive capacity on listening skill.
- ix) Students need to listen the passage again and again.
- x) Unfamiliar context to the students.
- xi) Teachers don't have the training.
- xii) Teachers don't have the English background.
- xiii) Limited time access for an English class.

4.1.22 Teachers' opinion about the importance listening skill

All of the teachers told that listening skill is important. Without being followed listening skill the students cannot be perfected in English language. By developing listening skill the students can develop their pronunciation which is very helpful to develop their speaking skill. Both the speaking and listening skill are important for communication. Listening skill is needed to develop the other three skills. It can motivate the students to learn English language. Listening skill helps the students to be creative and innovative. If the students can develop their listening skill they can develop their conversation skill. Besides these, listening skill helps the students to develop their vocabulary stock. While playing the CD or tape- recorder the students become more interested to read the related story. It helps students to understand the text or topic well.

4.1.23. Availability of teaching aids and resources in schools

Almost all the schools are in the rural areas. The teachers shared that in their schools there was no teaching materials for teaching listening skill. In some schools they had mobile phone and speakers to teach their students listening skill in the classroom which is given by a project named English In Action. Most of the school had only EFT books, chalk duster, picture etc.

4.1.24. The resources they need for listening skill

The researcher kept a question in the questionnaire that to know what kind of materials they need for teaching listening skill. In replied they demanded the following resources to teach listening skill in the classroom-

Context based CD, Projector, CD/DVD player, rechargeable speakers, audio CD, digital classroom, TG and overall they need clear instruction from NCTB.

4.2. Result of students' questionnaire

4.2.1. Listening English is an important skill in learning English Language. (Table 4: Students' opinions regarding listening skill)

The researcher asked the students about the importance of listening English to learn English language. Among the 85 students 79 students *strongly agreed* with the statement and that was 93%. The second highest number i.e. 5% of the students *agreed* with the statement. On the contrary only 2% students *disagreed* with the statement. There was no student who strongly disagreed with the statement.

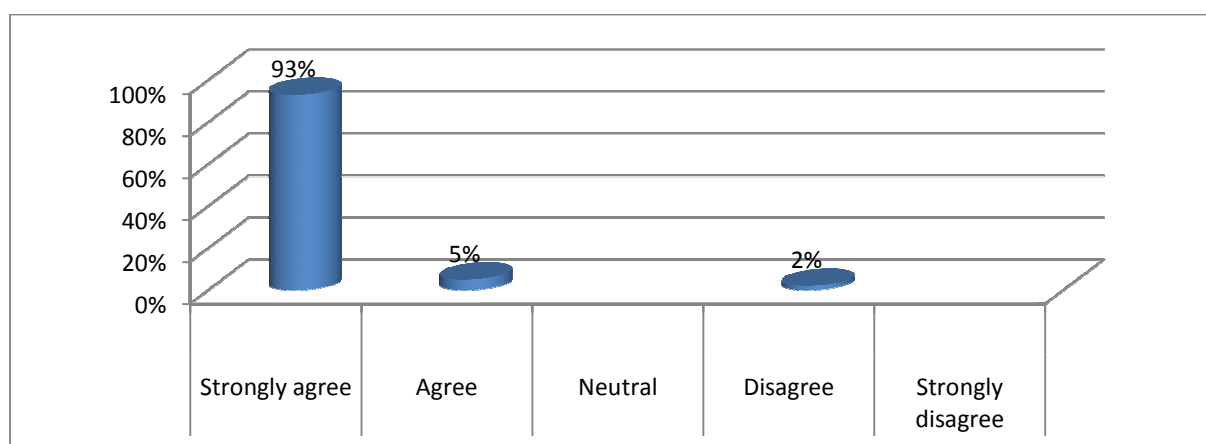


Figure20: Students' opinions about the Importance of listening English

4.2.2. Listening English should practice in the classroom to learn English (Table 4: Students' opinions regarding listening skill)

Among the 85 students the highest number of the students' i.e. 67 students strongly agreed with the statement. The percentage was 79%. Other 17 students agreed with the statement and that was 20% of total students. Only 1% of the students were *neutral* with the statement. Nobody disagreed or strongly disagreed with the statement.

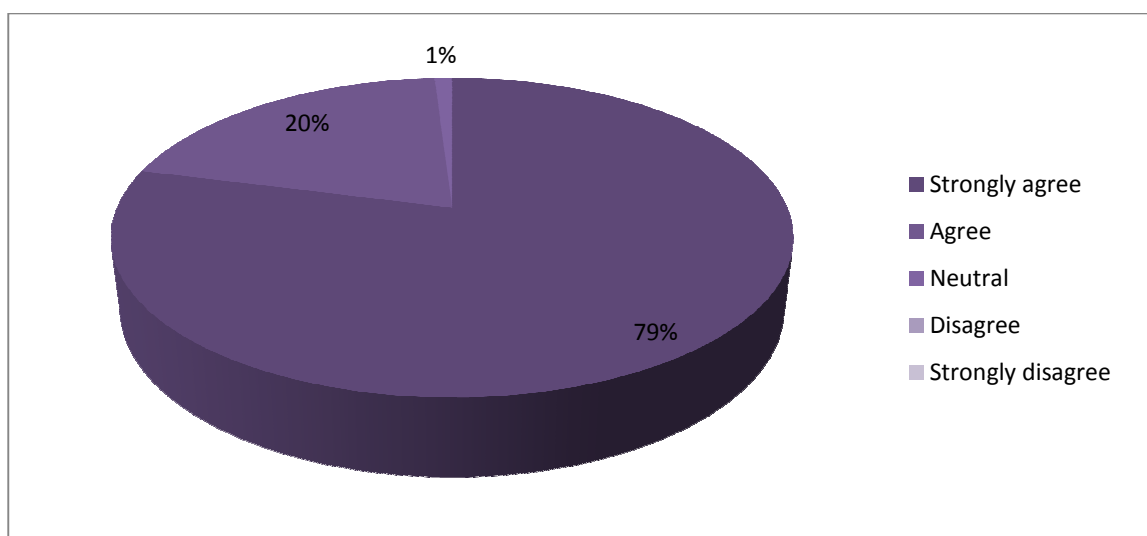


Figure21: Students opinions on practice listening English in the classroom

4.2.3. Like to practice listening skill in the classroom (Table 4: Students' opinions regarding Listening skill)

The question was set to know about their liking of practicing listening in the classroom. Among the 85 students 65% *agreed strongly* and 31% of students *agreed* with the statement. On the other hand, only 1% students were *neutral* with the statement when 3% of the students *strongly disagreed* with the statement. There was no student who *disagreed* with the statement.

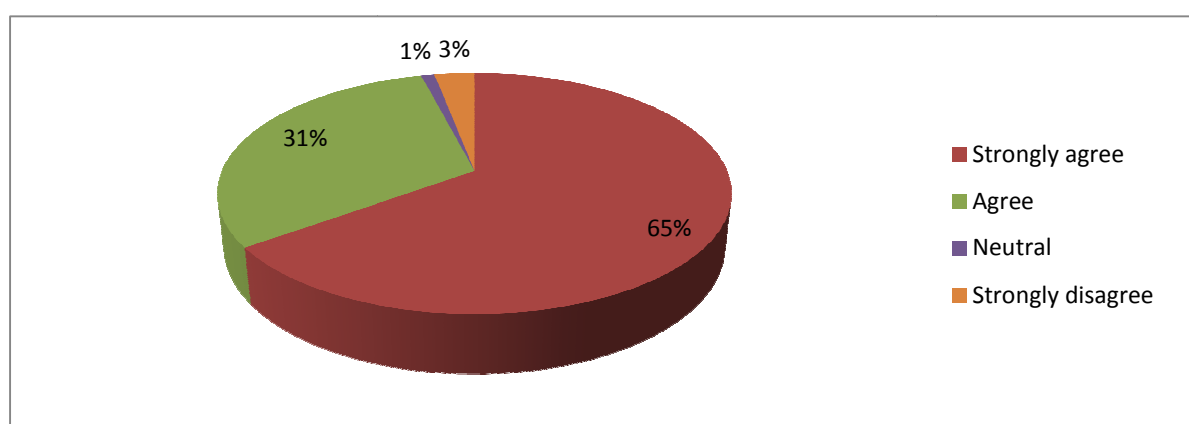


Figure 22: Like to practice listening skill in the classroom

Table 4: Students opinions regarding listening skill

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Remarks
	Total	%	Total	%	Total	%	Total	%	Total	%	
Listening English is an important skill in learning English Language.	79	93	4	5	-	-	2	2	-	-	N=85
You should practice listening English in classroom to learn English Language	67	79	17	20	1	1					
You like practicing listening to English.	55	65	26	31	1	1			3	3	
You always try to understand word meaning rather than the context while listening	45	53	33	39	5	6	2	2			
Listening English part should be included in exam.	37	43	18	21	9	11	6	7	15	18	

4.2.4. Understanding word meaning rather than understanding the gist (Table 4: Students' opinions regarding listening skill)

From the table the data showed that among the 85 students 53% students *strongly agreed*, on the other hand, nobody *strongly disagreed* with the statement. 39 % of the students *agreed* whereas only 2% of them disagreed with the opinion. There were 5 students who did not *agree* or *disagree* with the statement. The percentage of neutral students was 6 %. They were *neutral*. So the table showed that the highest number of the students tried to understand the word meaning while listen.

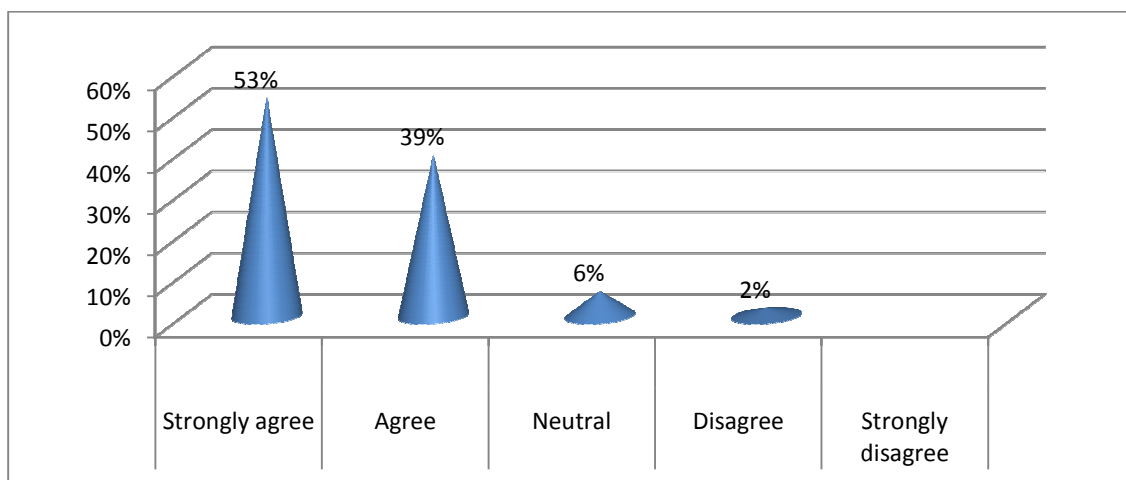


Figure 23: Understanding word meaning rather than understanding the gist

4.2.5. Listening English should be included in the examination (Table 4: Students' opinions regarding listening skill)

The researcher asked if the listening skill tested in the examination. Among the 85 students 43% students *agreed strongly* with the statement. On the other hand, there were 18 students who *agreed* with the statement i.e., 21% of the students *agreed* with the statement. Among all the students 11% of them *neutral* where as 7% students *disagreed* and 18% students *strongly disagreed* with the statement. It was clear that according to the number of the students who were in favor of the statement, listening skill should be tested in the examination. If it is included in the examination, they could give more emphasize on it.

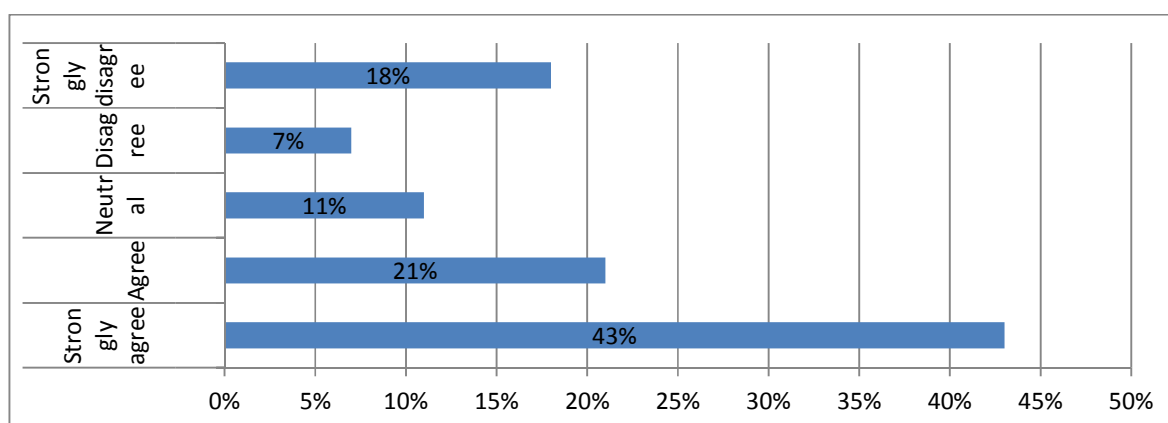


Figure 24: Opinions on testing listening skill in the examination (Students' point of view)

4.2.6. Frequency of practicing listening passage (Table 5: Frequency of practicing listening activity)

The data showed us that only 21% students *always* practice listening skill on the contrary, 39 % students practiced listening skill *often* and 32 % of students practiced listening skill *sometimes*. Listening skill was *rarely* practiced by 8 % students in their schools.

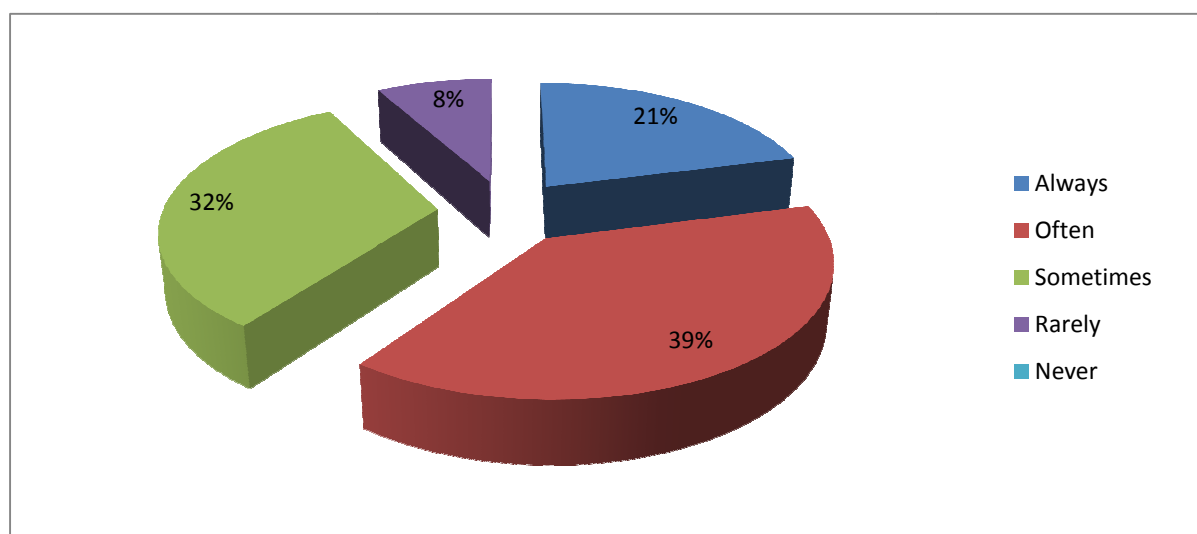


Figure 25: Frequency of practicing listening skill

4.2.7. Frequency of vocabulary presentation (Table 5: Frequency of practicing listening activity)

The researcher asked the students to know from them how often their teachers presented vocabulary before reading the passage or playing the CD. Among the 85 students only 28 students told that their teachers always presented vocabulary before taking the class on listening skill. The percentage was 33%. Only 7% students answered that before reading passage or playing CD their teachers presented vocabularies very *often*. On the other hand, the highest number of students (40%) responded that sometimes their teachers presented vocabulary before teaching listening skill in the classroom whereas 18% of students told that their teacher rarely presented the vocabulary before taking the listening class. 2% of students told that their teachers never presented any vocabulary before taking the class on listening class.

Table 5: Frequency of practicing listening activity

Statement	Always		Often		Sometimes		Rarely		Never		Remarks
	Total	%	Total	%	Total	%	Total	%	Total	%	
How often do you practice listening skills (passage) in the classroom?	18	21	33	39	27	32	7	8	-	-	N=85
How often do your teacher present vocabularies before reading passage/playing CD?	28	33	6	7	34	40	15	18	2	2	
How often do your teachers and classmates speak in English outside of EFT lesson activities?	11	13	35	41	36	42	3	4	-	-	
How often do your teachers set the listening task before reading passage/playing CD?	4	5	7	8	33	39	1	1	40	47	

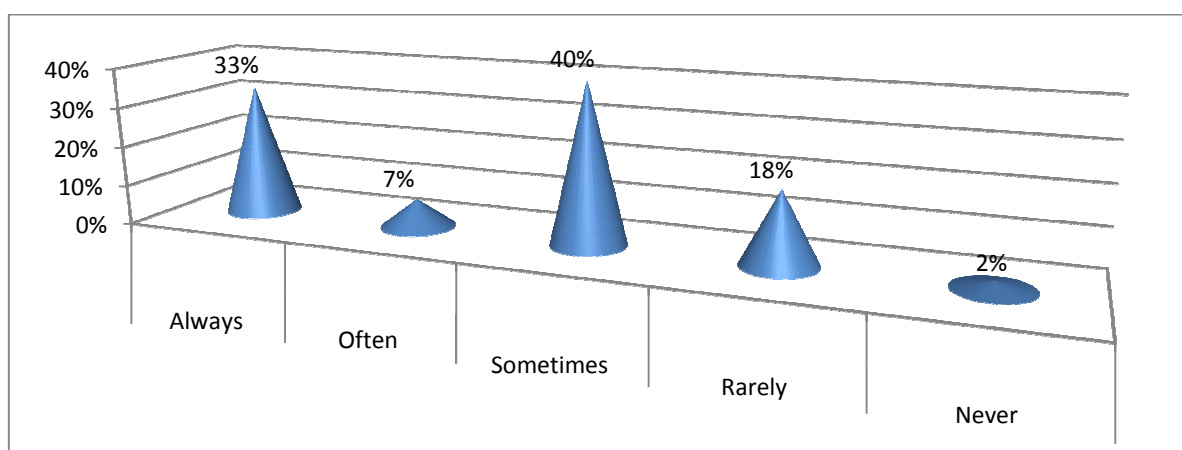


Figure 26: Vocabulary presentation before taking listening class.

4.2.8. Speaking English out of the EFT lesson by the teachers and students (Table 5: Frequency of practicing listening activity)

According to the table only 13% students told that their teachers spoke English outside the

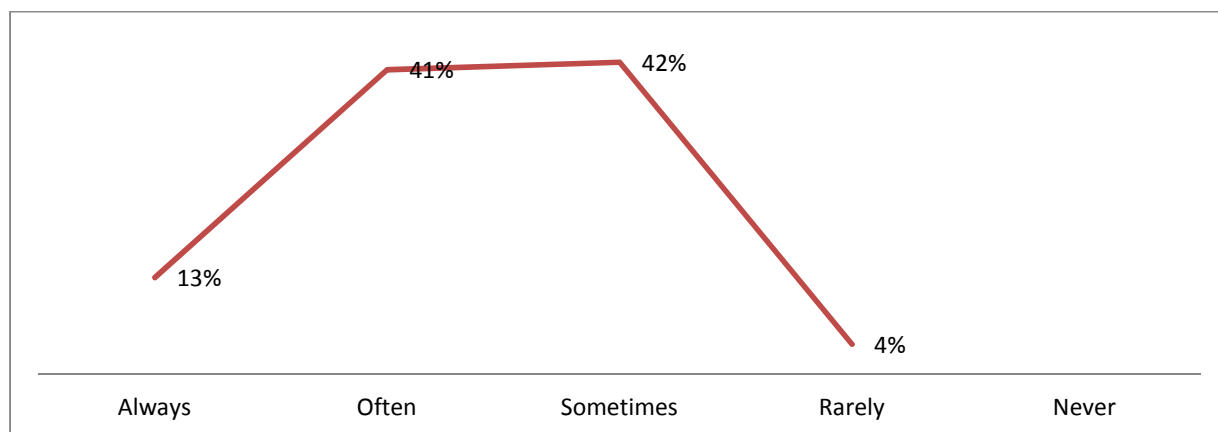


Figure 27: Frequency of Speaking English out of classroom

classes always whereas 4% students replied that their teachers and they did not speak English outside of the English classes. Between these two options 41% students shared that their teachers often spoke English with them outside the English classes on the contrary 42% students answered that they sometimes practiced English with their teachers outside of the English classes.

4.2.9 Frequency of setting task by the teachers while teaching listening (Table 5:

Frequency of practicing listening activity)

Question no 9 was asked to the students to know the frequency of setting task by the teachers before starting reading the passage or playing the CD in listening classes. It was found that among the 85 students the highest number of the students (40) replied that their teachers *never* set the task before teaching listening passage or playing CD. That was 47%. The second highest number (33) of the students replied that their teachers *sometimes* set the task while teaching listening passage or playing CD. They occupied 39%. The third highest number of the students (i.e. 8% and total 7) shared that *often* their teachers set the task for listening passage whereas 5% students answered that their teachers *always* set the listening task before teaching the listening passage or playing CD. Among the 85 students only 1%

students replied that their teachers *rarely* set the task before teaching listening passage or playing CD.

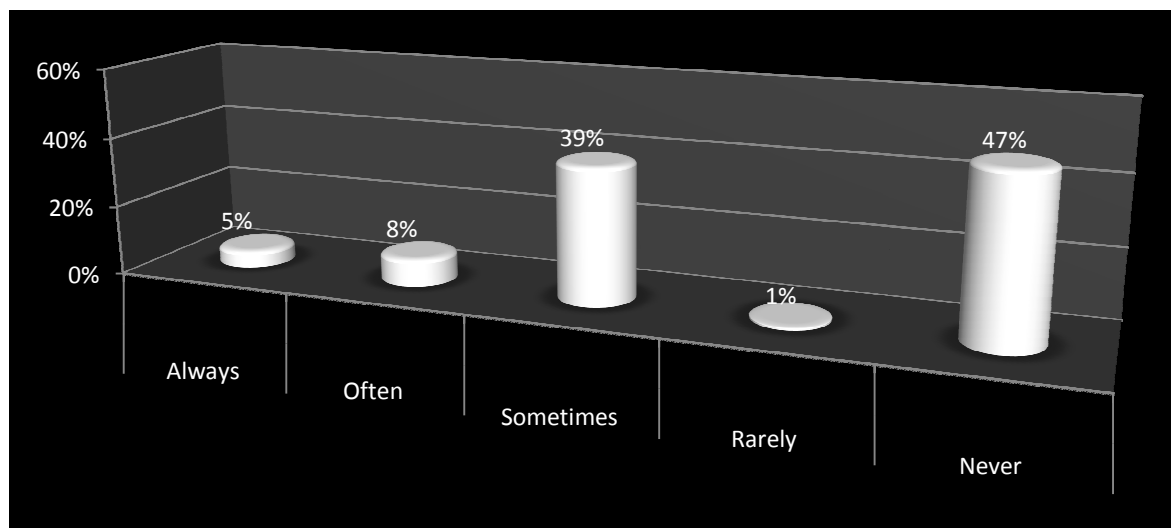


Figure 28: Frequency of setting task by the teachers while listening

4.2.10. Ways to practice listening skill in the classroom

The researcher set this question with some options to know how they practiced listening skill in the classroom. They mentioned the following ways-

- i) By Listening to their English teachers' lecturer and speeches
- ii) by working with classmates

Among the 85 students many of them practice listening skill with the classmates and with their teachers in the classroom. Some of them answered that they rarely practiced listening skill in the classroom.

4.2.11. Ways to practice listening English outside the classroom

The researcher asked the students how they practice listening skill outside of the classroom.

This was also a multiple choice question and the students answered the following options:

By listening TV/Radio programs such as English news, movie, cartoons, cricket commentary, Listening English recordings or programs through Mobile Phone/MP3 Player etc.

4.2.12. Difficulties faced by the students while listening to English

There were some options with the statement. The researcher wanted to know the difficulties that the students faced. Regarding this question the students mentioned some difficulties that they were facing while listening such as-

- i) comprehensive skill
- ii) less commonness or less analogy of linguistic features between Bengali and English anxiety
- iii) poor listening skill due to less access to English in class and real life
- iv) long text and alien content
- v) trying to understand all words in a text rather than understand the gist of the message.

4.2.13. Areas of difficulties in English listening skill

The students were asked by the researcher to mention the areas where they faced difficulties in listening. The students gave the following areas where they faced difficulties-

- i) pronunciation and accent
- ii) unknown vocabulary
- iii) keeping Pace while listening to speakers, audio or recording in English such as speedy
- iv) English Syntax such as long chunk/sentence
- v) contracted form of spoken English

4.2.14. Suggestions for making listening skill interesting

The researcher asked them to express the ways of making listening skill interesting. It was a MCQ question with some options. The students gave the following ways to make the lesson interesting.

- i) Concentrating not on each single words but main idea of the sentences of the listening text
- ii) Playing CD/reading the listening text twice/thrice
- iii) Regular Conducting of listening lessons given in EFTs
- iv) Teaching listening with fun and in less frightening way
- v) Activities followed by listening texts would be interesting or short to answer
- vi) Sentence Stress (stressing on the key words of the sentences)
- vii) Intonation (Ups and Downs in the speech, not in flat voice)

4.3. From teacher's FGD

4.3.1. Importance of listening skill

All of them agreed with the statement that listening skill is important for communication. According to them listening and speaking go side by side. A good listener is a good speaker. So for effective communication listening is important. For understanding the text and for developing students' pronunciation listening skill is important. For understanding others' thoughts, an opinion listening is important. It increases the vocabulary stock. It helps us to share the thoughts and feelings. Students' understanding depends on the listening skill.

4.3.2. Relation between listening and speaking skill

According to them development of listening is the prerequisite of speaking skill. So, listening and speaking skill are interrelated. Listening is for speaking and speaking for listening. Without achieving listening skill one cannot speak well. Listening is the way of speaking.

4.3.3. Prefer to teach listening skill in the classroom

All of them agreed to teach listening skill in the class because they thought without listening skill speaking skill will not be completed and others skill will be hampered. It improves students speaking, reading and writing skills. Classroom is the best place for practicing listening skill.

4.3.4. Teachers' opinion regarding teaching listening skill

They thought listening skill is difficult to teach their students because they didn't have the teaching materials, they did not get the training on listening skill and they didn't know the listening skill's procedure. They could not teach well without having the material. EFT book is the best source of teaching listening skill to the students.

4.3.5. Facing problems while teaching listening skill in the classroom

Most of the teachers faced the following problems while teaching listening skill in the classroom-

Large class, mixed abilities students, students' attention, lack of materials, did not have the ability of preparing own listening materials, time limitation, irregularity of the students in the English class, students' vocabulary problem etc.

4.3.6. Using authentic materials rather than EFT based materials for listening skill

Most of them disagreed with the statement. Because they had no enough time to prepare the extra materials. They told that they had to complete the syllabus and they had to take others classes. So they used the given material in the EFT books. But sometimes they were using

teaching materials apart from the EFT books. Many of them gave opinion that they preferred to use technology based materials.

4.3.7. Students understanding about listening skill

Many of them answered that their students were very poor and weak in English and their vocabulary stock is limited. So they could not understand the listening passage properly and tried to know the all words meaning while listening the passage.

4.3.8. Self confidants to teach listening skill

All the teachers were not equally confident most of them disagreed with the statement because they did not know how to teach listening skill. They mentioned that their background was not English as a result they did not know the basic feature of English language.

4.3.9. Need training; All of the teachers agreed with the point that they need training for teaching listening skill to the students and to know the proper procedure of listening skill.

4.3.10. Students understanding in listening test

According to the teachers they faced serious problem while teaching listening skill in the classroom. The main reason was their students could not catch the foreign accent, pronunciation and their short and quick sound. On the other hand when they read the listening text, they could not reach to all the students due to their low voice.

4.4. From students FGD:

4.4.1. Ideas about the four skills

Most of the students didn't have the ideas about the four skills. Many of them knew only two skills and some of them did not hear the name of the listening skill. By sharing each other they knew the listening skill.

4.4.2. Teachers' teaching methodology

According to the students their teacher told stories sometimes in the classroom but they told the stories in Bengali. They added that their teachers could not play the CD because CDs were not available in the school. Besides this, CD and DVD players were not available in the rural schools. So most of the time they were avoiding listening skill.

4.4.3. Importance of listening skill

All the students agreed with the statement that listening skill is important for communication, and for developing the other three skills.

4.4.4. Listening skill and its problems

While listen, the students tried to know all the words meaning which were the great Problems. According to them the context that used for teaching listening skill sometimes unfamiliar to them and they could not understand the gist.

4.4.5. Facing difficult words while listen

The students were facing the vocabulary problems, meaning problem, speedy reading problems, different types of pronunciation problems, alien context problems.

4.4. 6. Native English accent

All the students faced the accent problems when teachers played CD or read the listening passage in the class.

4.4.7. Students attitude about listening skill

When the researcher asked the students this question all the students told that questions were not setting in the exam from listening passage and there were no passage given in the EfT book. As a result their teacher did not practice the listening skill in the classroom so they were not getting chance to practice the listening skill. They were avoiding the listening skill due to unauthentic examination system.

4.4.8. Listening skill and exam system

All of them knew that there is no relation between the exam paper and the listening skill. Only reading and the writing skills are tested in the examination. It was the root cause of avoiding listening skill.

4.4.9. Present status of listening skill

In 2014 from January to February their teacher took only one class on listening skill by preparing material himself.

4.5. Class observation:

The researcher observed 10 classes in different schools in Rajshahi and Barishal district in Bangladesh. It is a matter of great sorrow that all the teachers spoke most of the time Bengali in English class. Which was the quite opposite of Second Language Acquisition theory. They used the model test book or guide book in the class as a result; they could not implement the training in the classroom. They took the classes without lesson plan. They instructed the students to read a model question at night at their home and in the next day they let the students to write the

answers in the classroom. In this way the students practiced only reading and writing skill in the classroom. Both the teachers and the students avoided the important two skills speaking and listening skill. The teachers always tried to teach their students in such a way so that they can pass the exam easily. Moreover, the teachers shared that they didn't get the TG or the listening materials for teaching listening skill in the classroom.

The table shows that among the 10 classes only in two classes practiced the reading skill and another 8 classes practiced writing skill. There was no practice of listening skill. Only two schools teachers took the classes by following the EFT. Another 3 schools took classes on grammar and rest of the schools followed the writing skills through the model test book. So the teachers and the students practiced only two skills: listening and speaking skills are neglected.

The total number of students was 739 and total present students were 441 so the attendance rate was 59.67%. The rest of the students were not regular in the English class. According to them it was also a big challenge for teachers to develop the students listening skill. There were 110 students in a large class and in the small class there were 34 students. Among the ten schools three school practiced English in the classroom. The others seven schools did not always practiced English in the classroom. The teachers practiced both Bengali and English language while taking class. Only one school's teacher made a lesson plan. 8 school's teachers followed the model test book. The teachers used chain drill, pair work and group in their classes. The challenges of the school teachers were to manage the large classes and speaking English in the class room. On the other hand large classes were the challenges to follow the CLT approaches. Sometimes the teachers used wrong English to their students'. Good side of the teachers was they were helpful and cooperative to the students.

Table 6: Data collected from class follow up

Number of class	District	Class	Unit & lesson	Skills	Student		Using language	Using EFT	Using Techniques	Remarks
					Total	Prese				
1.	Rajshahi	vii	Model Question	Reading & Writing	46	17	Both	No	P.W	
2.	„	vi	Grammar	Writing	83	59	Bengali	No	-	
3.		viii	paragraph	Writing	73	39	Both	No		
4.	„	vi	Model question	writing	110	93	Bengali	No		
5.	„	vii	Paragraph	Writing	50	34	Both	No		
6.	„	viii	Grammar	writing	49	33	Both	No		
7.	„	x	Grammar	Writing	150	67	Bengali	No		
8.	Boris	vi	L-32		40	34	Most of the time Eng.	Yes		
9.	„	viii	Grammar	Writing	34	28	Most of the time Bengali	No	P.W. G.W	
10.	„	ix	U-7,L-7	Reading	104	37	English	Yes	P.W	Prepared lesson plan

Chapter 5: Discussion analysis and Findings

5.1. Discussion and Analysis

After collecting the data according to the questionnaires, it is analyzed and discussed.

Importance of listening skill

After collecting the data the researcher have analyzed it. From teachers' interview, students' interview, teachers' FGD and students' FGD the researcher has found that all of them agree with the importance of listening skill. From the first question (table-1) we have found that the highest number of teachers (53 out of 70) and students (79 out of 85) *strongly agree* on the point that listening skill is important, the second highest number of the students (4) and teachers (16) agree with the statement. According to the students and the teachers, listening skill is important for second language acquisition. As English is a foreign language in our country we have to acquire English language like our Bengali language. 99% teachers believe that through listening skill the students can develop their pronunciation, vocabulary, communication, and other three skills. So, listening skill is important. On the other hand, from the students' interview (table-4) we have found that 98% students *strongly agree* on that point. According to the teachers and the students listening and speaking skill go side by side. A good listener is a good speaker. So for effective communication listening is important. The information given by the teachers and the students can relate the research conducted by the researchers Morris & Leavey, (2006); Linebarger, (2001) and Hunsaker, (1990). They have been identified that for human learning and development listening skill has played an important role. Listening is the key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated.

Importance of teaching listening skill in the classroom

Both the teachers and the students agree with the statement that listening skill should practice in the classroom. Among 70 teachers 69 teachers of them agree to practice listening skill in the classroom (table-1). The same opinion has been given by the students. From table -4 it is showed that 99% of the students agree to practice listening skill in the classroom. They think without listening skill speaking skill will not completed and others skill will be hampered. There is an

interconnection among the four skills. According to CLT approach the teachers should teach all the skill in integrated way so that the learners can develop their English language. But from the class observation report we have shown that listening skill is not practiced in the school. In the classroom both the teachers and the students are using Bengali language which is quite opposite of Second Language Acquisition theory. According to the SLA theory in the classroom both the teachers and the students should practice the target language and by practicing that language the students will acquire the Second Language. According to Mendelsohn (2001) and Berne (1998) listening skills have not yet reached the classroom and research has not been conducted in the classroom. Though the teachers and the students thinks that the listening skills is important to learn the others skill they are not following keeping their words. At present most of the teachers are avoiding listening skill because question is not setting from listening lesson. As a result, the students cannot practice the language within a homogeneous speech community. So there is a mismatch between the teachers focus and the actual classroom practice. According to the theory of foreign language acquisition, to be skilled in a foreign language the listener should spend time because this is not our mother tongue. So to acquire a foreign language it should be practiced like our mother tongue within a homogeneous speech community. School is the main place to practice the foreign language like English.

The frequency of practicing listening skill in the class

The researcher asks them how often they are taking class on listening skill. The answers are not satisfactory, only 26% teachers are always teaching listening skill, 68% teachers do not teach listening skills to their students regularly and 6% teachers never teach their students listening skill. On the contrary, students' data shows that only 21% students always practice listening skill whereas, 32% students sometimes practice listening skill and 39% of students often practice listening skill. Listening skill is rarely practiced by 8% students in their schools. According to the syllabus and curriculum all four skill should be practice equally but the report is telling us that listening skill is not practiced regularly. The picture is showing that a good number of teachers do not teach listening skill to their students. Huge number of teachers does not teach the students listening skill regularly. According to them, sometimes they teach their students listening skill. Though the students are very curios to learn listening skill, they are depriving

from learning listening skill. According to the listening theory this is hampering the others three skills. So, they are not able to develop their English language.

Exam system versus listening test

If we look at the table no-1, we get the idea about the exam system in Bangladesh. Both the teachers and the students believe that the exam system is not authentic to learn the four skills equally. Among the 70 teachers 65% (28%+37%) teachers agree that our exam system is not fit for testing the four skills. Only reading and writing skill is tested in the examination but listening and speaking skill are neglected. This is quite against of curriculum's goal. As the listening skill is not tested in the examination, the teachers and the students are not attentive to learn listening skill. 87% teachers are in favor of testing listening skill in the examination (table-1). The teachers and the students are exam oriented. If listening skill is included in the examination, they students can be a good listening practitioner. Otherwise (listening45%+speaking30%) = 75% communication will be hampered (Adler, R. et al. 2001). According to the Richard (1990:2), listening selection depends on the purpose of listening task. On the basis of listening purpose, interactional and transactional listening can be referred as well. If we ask the students why do they should learn listening skill in the class and outside of the class? The researcher thinks that there is no the exact answer of this question to the students. What are the benefits of the listening skill? The students don't know the answer of this question also. As a result, they are not willing to practice the listening skill in the classroom and the teachers are not always motivating them to practice listening skill. So motivation is very needed for the students. The teacher should motivate the students by following Gardner's motivation theory. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement. On the other hand, high motivation can make up for considerable deficiencies both in one's language aptitude and learning conditions. In their seminal work, Gardner and Lambert (1972) emphasize that, although language aptitude accounts for a considerable proportion of individual variability in language learning achievement, motivational factors can override the aptitude effect.

Teaching listening skill by following EFT book

Among the 70 teachers 50% teachers strongly agree to use EFT book in the class for teaching listening skill. Other 46% teachers also agree for teaching listening lessons from EFT book. So, 96% of teachers somehow agree to teach listening skill in the classes by following EFT book. All the teachers believe that both the teacher and the students should use EFT book in the class because listening activities are given in EFT book. Some listening lessons are given in the books and under the lessons there are some sections. Under the section there are some activities which are design in such a way that by practicing these activities our students can develop their listening skill. But all of them faced difficulties to teach listening passages to the students because they don't have the CD of the passages and they don't know how to run the CD. On the other hand CD and computers are not available in their school. Even the teachers do not get the TG. According to Prof. Md. Mostafa Kamaluddin (Chairman of NCTB 2013, academic year) the publication of Teachers' Guide and CD are under process but till now the teachers did not get the TG and CD. So, all of them cannot teach listening skill by following the EFT book. As a result the students are deprived from learning listening skill in the classroom.

Using TG for teaching

By this question the researcher wants to know whether the teachers use the TG for teaching listening skill in the classroom. We have observed that less number of the teachers(28%) use TG always on the other hand, a good number of teachers(24%) never use the TG for teaching listening skill. In between *always* and *never* there is a handsome amount of teachers (48%) who do not use TG regularly. Listening activities are given in the EFT books but the related passages are given in TG. Actually the TG is not given by the NCTB. The teachers collect the TG from different publishers. So the teachers who are not using TG they are not teaching the listening skill in the classroom. From the data it is also clear that the teacher who are using TG able to take nice class because TG is a guide for the teachers. By following the TG teacher can take preparation and can take an effective class. If all the teachers can use Teacher Guide the listening skill can be practiced more.

Practice listening English by the students

The researcher asks the students to know how they practice listening skill in the classroom. All of the students answer that they practice listening English outside of the classroom, by listening their teachers' lectures, by working with their classmates, by listening EFT lessons, by listening CD etc. by doing group works and pair works with their classmates they are developing listening skill in the classroom. Actually this is the way to develop listening skill in the classroom. If the teachers speak English in the classroom, by listening them the learners can develop their listening skill. And it follows the listening theory and CLT principles "learning by doing". By listening with their partners the learners can develop their listening skill in the classroom. But here is a word Second Language that means English. According to the class follow up report the students and the teachers are not using the EFT book. On the other hand, they are using the model test book and they are very busy to practice seen and unseen passage which is related with the examination. So the information that they give there are some misconception. In this regard, Nunan told that (1986, 2000) there is a mismatch between teachers and learners expectations of the classroom. On the basis of the classroom research he added that the teachers believed in communicative activities but the students were found to traditional learning activities more.

The students get fewer chances to practice listening skill outside of the classroom. The response the learners reply that they practice listening English by listening TV/Radio programs such as English news, movie, cartoons, cricket commentary etc. and by Listening English recordings or programs through Mobile Phone/MP3 Player. To develop the listening skills real context is needed for that reason the students should practice the target language outside the classroom in this sense they are in right track but very few in number of the students are doing this activities outside the classroom.

Teachers' self proficiency

When we have analyzed the data collected from the teachers' self proficiency we have found that, most of the teachers (16%+70%) =86% can speak English fluently. Among the 70 teachers 7% teachers don't agree with the statement which reflects that they cannot take class by using English language. On the other hand, 7% teachers are in neutral position we can assume that they

cannot speak in English also. So a good number of teachers are not using English in the real classroom. But it is one kind of barrier of students listening skill development. From class observation it is clear that though the teacher can speak in English, they use both English and Bengali in the class. As a result the students don't speak in English. Another thing is teachers' pronunciation. According to the data 87% teachers believe that their pronunciation is good on the other hand 1% believe that their pronunciation is not up to the mark. 12% teachers are in neutral that shows us that there are some problems with their pronunciation.

The third question is related to catching the foreign pronunciation. For practicing listening skill teachers should listen to the native speakers' speeches. In this regards the researcher set this question to know the teachers capability of understanding or catching the foreign pronunciation. Hence, we have found that 47% teachers can catch the foreign pronunciation but 21% teachers cannot catch the foreign pronunciation. Other 32% teachers were neutral. The fourth question is asked the teachers to know their knowledge on teaching listening skill. Among the 70 teachers 20% teacher do agree strongly with the statement and another 74% teachers agree with the statement total $20\%+74\%=94\%$ teachers i.e. the highest number of teachers know how teach listening skill in the classroom. 3% teachers are neutral and another 3% teachers do not know the listening skill's teaching procedure. So most of the teachers can take a listening class according to the listening procedure and many of them cannot take the listening class by maintaining listening procedure. For their development and for taking listening class properly 99% of them believe that they need training. According to them if they get training they can develop their teaching listening capacity.

Last question is to know about their loud voice which is very helpful to take the listening class in a large class. Among the 70 teachers 50% teachers do strongly agree that they have loud and clear voice for conducting listening class in a large class. On the other side 48% teachers do agree with the statement that they have their loud voice for conducting listening class. Only 1% teachers give the opposite opinion according to them their voice is not loud and clear. 1% teachers do not have any comment on this statement. 1% teachers disagreed with the statement. That is saying us that most of the teachers have the loud voice to conduct the listening class without CD and speaker.

Teaching listening according to the procedure

The question is open ended question and through this question the researcher wants to know how the teachers take the listening class. It is found that among the 70 teachers many of them write some questions on the board then they read the passage before the class. The students listen to the teachers and answer the given questions. Some of them respond that they call a student for reading the passage in the class and instruct the other students to listen him/her. In this way they are practicing listening skill in the classroom. Among the 70 participants only four or five teachers answer the question properly. According to them they follow the stages and steps properly. They follow the pre-listening stage, while listening and post listening stage. It means using procedures where learners work in pairs or groups employing language resources in problem solving tasks, Richards and Rodgers (1995:66). But all of them share that they don't have the listening passage with them in new books. As a result many of them are using the self prepared materials that are not related with the EFT listening. On the other hand, in some cases they are using the guide book included some listening passages but these are not prescribed by NCTB. Among the 70 teachers many of them are using mobile phone to teach listening skill in the classroom provided by EIA (English In Action). Actually they are not following the unique procedure to teach the listening skill in the real field. They also reply that they don't receive any training on teaching listening skill. As a result there is a mismatch situation on listening skill at Secondary education sector.

Challenges of implementing listening skill

To find out the challenges of listening skill the researchers asks the teachers whether the face any challenges. The teachers reply the following challenges they face for implementing the listening skill in the class.

- i) The large class is a problem for teaching listening skill in the classroom.
- ii) All students cannot listen properly in a large class.
- iii) The students cannot understand the meaning of the listening passage because they try to understand the all word meaning rather than the gist.
- iv) The students don't understand the native pronunciation.
- v) The students are not regular in English class.

- vi) The students are not habituated for listening activities.
- vii) The school does not have the listening materials such as computer, listening CD, electricity, TG etc.
- viii) Students' poor receptive capacity on listening skill.
- ix) Students need to listen the passage again and again.
- x) Unfamiliar context to the students.
- xi) Teachers don't get the training.
- xii) Teachers don't have the English background.
- xiii) Class duration is not suitable for listening skill.
- xiv) They have to take seven or eight classes in everyday.

Teachers' attitude towards the listening skill

All of the teachers agree that listening skill is important. Without following 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. Both the speaking and listening skill are important for communication. Listening skill is needed to develop the other three skills. It can motivate the students to learn English language. Listening skill helps the students to be creative and innovative. If the students can develop their listening skill they can develop their conversation skill. Besides these, listening skill helps the students to develop their vocabulary stock. For listening skill teachers sometimes play CD or cassette player with the correct pronunciation which is very helpful for the students and the teacher. While playing the CD or tape- recorder the students become more interested to read the related story. It helps students to understand the text or topic well. In this sense all of them agree to teach the listening skill to the students. But when they go to teach the listening skill to the students, they face some problems they cannot teach the listening skill properly. They have got the EFT book but they do not get the TG or the listening CD. As a result, they cannot teach the listening skill to the students. Moreover, the listening skill are not testing in the examination for this reason the teachers are neglecting the listening skill. Though there are a lot of challenges, some of them are motivated to teach listening skill to the students. The data shows us that only 43% of teachers always agree (table-2) to take the challenges. Rest of the teachers is not willing to take listening skill. This is the reality of practicing listening skill in the classroom situation.

Availability of teaching aids and resources in schools

Almost all the schools are in the rural areas. The teachers have shared that in their schools there is no teaching materials for teaching listening skill. In some schools they have mobile phone and speakers to teach their students listening skill in the classroom which is given by a project named English In Action. They have EFT books, chalk duster, picture etc.

The teachers are very demoralize to teach the listening skill in the classroom when they see that they don't have the required materials. It is one of the most challenging jobs for them to implement the curriculum's goal and objectives in the classroom. To full fill the demand of curriculum they need the following resources in their school- i) the passages which are related the listening activities given in the EFT books, ii) the context based CD, iii) projector, IV) CD/DVD player, v) rechargeable speakers VI) Audio CD, vii) TG, viii) Overall they need clear instruction from NCTB etc.

Difficulties for the students

There are some options with the statement. The researcher wants to know the difficulties that the students face. Regarding this question the students mention some difficulties that they face while listening such as

- i) comprehensive skill
- ii) less commonness or less analogy of linguistic features between Bengali and English anxiety
- iii) poor listening skill due to less access to English in class and real life
- iv) long text and alien content
- v) trying to understand all words in a text rather than understand the gist
- vi) pronunciation and accent
- vii) unknown Vocabulary
- viii) keeping pace while listening to speakers, audio or recording in English such as speedy
- ix) English Syntax such as long chunk/sentence
- x) contracted form of spoken English

5.2. Findings

The purpose of the study was to explore the problems of the teachers and students face in the listening classes in the secondary education sector. From this study it has been observed that both the teachers and the students believe listening in English is important to develop the English language. Both the teachers and the students believe that the listening skill is important for communication and to learn the other three skills. The curriculum is authentic in this sense. But the implementation is very difficult in our context. A lot of problems are being faced by the teachers and the students in the real classroom situation. The main problem is our exam system. Only two skills are tested in the examination so both the teachers and students are avoiding the listening skill intentionally. Most of them are following the touch and pass methods. But the students are curious to learn the listening skill. If the teachers teach them, they will learn the listening skill in the classroom. Though the students are curious, they are facing some problems such as vocabulary problem, shyness problem, and they cannot catch the native speakers' pronunciation. They cannot comprehend the listening passage because the features of Bengali and English language are not the same there is a less commonness between the two languages. English is not a content based subject, it is skill based subject. So, listening skill is developed when the students can practice inside and outside the class. The students who are eager to practice listening skill inside the classroom, they do not get enough chance to practice speaking and listening skill in the classroom because they do not get the partners. Only during the English class they can practice English language. All the students do not get the opportunity to practice listening skill outside of the classroom because the environment is not suitable for practicing listening skill. Due to less access they cannot develop the listening skill. Long and alien content is another problem for the students. On the other hand, the students try to understand the all words meaning while listen the passage rather than the context. When they try to understand all the word they think more about the words and they miss the main message. Listening speedy conversation and reading also a problem for the students and foreign pronunciation is a barrier for them to listen. Another big problem they face contracted form of English language.

Like the students the teachers also face problems for teaching the listening skill at Secondary level education in Bangladesh. They are facing a lot of problems such as most of the teachers did not get the training on listening skills. They do not know how to teach the listening skill in the class room. Another problem the teachers face is large classroom. In Bangladesh in many

secondary schools there are more than 100 students in a large class. In that situation the teachers cannot teach the listening skill properly. So, according to the study large class is a serious problem. According to them the students cannot hear the listening passage so large class is a problem to deliver the listening skill to the students. Most of the time when the teachers take class on listening skill the students cannot understand the meaning of the difficult words for that reason they have to read the listening passage several times. It is time consuming and for the large class listening is very difficult. The teacher's voice cannot reach at the back of the class. Another significant problem is that students are not regular in English class as a result the students who are irregular, cannot cope with the class and the teacher cannot run the class properly. He/she has to pay attention to the irregular students while conducting the class. Another thing that the students sometimes cannot understand the unfamiliar context and cannot match their prior knowledge with the context as a result the teachers have to take extra care for the irregular student that's why the teachers face problems while teaching listening skill in the classroom. Another problem that teachers face in the listening class is they cannot finish the listening class in time because of students' poor listening competence. Sometimes the teachers get trouble for teaching listening skill. Most of the teachers don't have English background. For that reason most of them cannot understand the feature of English language and the literary term in English. So without having English background they face difficulties in teaching English in the classroom. They cannot prepare the substitute materials of CD and TG. So they cannot continue the class without the CD or the prescribed passage given in the TG. Not only that they have to take at least six or seven classes per day and they have to handle a large class with mixed abilities students also. Another big problem is lack of listening materials.

We find that cent percent students and teachers have given their opinion that they do not have any logistic support of practicing listening. They do not have the computer, listening passage, sound system, Teachers' Guide and in some cases electricity and they face the difficulties to take class on listening skills.

From this study it is obvious that listening skill is till now unattended in the classroom because the NCTB has provided the books in the schools but did not provide the CD or listening text in the field so the teachers and students cannot practice listening skill. Only the listening activities are given in EFT books but main passages are not provided. So, without TG or Listening CD the teachers cannot follow the EFT books for teaching listening skill in the classroom. On the other

hand, most of them are not fluent in English and they cannot prepare the material themselves on listening. For this reason they are waiting for the NCTB's materials.

Only two skills are practiced in the classroom that are reading and writing. As listening and speaking skills are not being tested in the examination these two skills are avoided by the students and the teachers.

The study gives us the proper scenario of listening skill in present situation in Bangladesh. There is a mismatch between the curriculum and EFT books. Though some teachers are practicing listening skill with the help of Guide books and other sources it is not authentic. But according to the researchers at least they are trying to practice listening skill.

So, the researcher's findings related to the problems described in the statement of problem. i.e. the teaching of listening skill is still disappointing and needs to be improved. There is a inconsistency between the examination systems and curriculum is the main cause of avoiding listening skill. The students are well in reading and writing even in grammar but they are weak in listening.

The researcher has found out some problems. So, if the authority takes some initiatives to solve the problems, the research will be the helpful and useful for the students, teachers and the book writers.

Chapter 6: Conclusion, Limitation and Recommendation

6.1. Conclusion

The study examined the teachers and students attitude towards the listening skill and overall the problems faced by the teachers and the students to practice listening skill. From the above findings and discussions, it can be claimed that as listening skill is neglected in our country at Secondary level education. EFL (English as a foreign language) teachers should give priority in teaching listening. As no skill should be taught in isolation, teachers can incorporate teaching listening with the other skills, thus the learners will be benefited ultimately. The teaching of English should be emphasized on the function of language as a mean of communication. The learners should focus on *how* to use the language and not on *what* the language is. The curriculum does not concern mainly on the linguistic understanding, but it aims to make students able to use the language appropriately in daily conversation. As a result, the need for the listening competence should be attracted considerable attention. Consequently, communicative approaches are proposed to be used in teaching learning method.

For every research there are some limitation so, the researcher faced some difficulties with the following areas-

6.2. Limitation

For every research there are some limitation so, the researcher faces some difficulties with the following areas-

Resource Constraints, Time limitation, Accessibility, Small sample size, Confidential information, Scarcity of secondary data and Unavailability of Respondents.

6.3. Recommendation

In brief, in Bangladeshi context, the researcher suggests the following suggestions to solve the listening problems in Secondary Level Education:

1. Motivation is a great tonic of doing every work. As English is not our mother tongue motivation is needed for learning it. In the same way listening is the most important skill of

learning any language. So our students should be motivated to develop their listening skill to learn English. Our Secondary English teachers can come forward with positive motivation to drive away the anxiety about the listening skill. In teaching listening, teachers should give maximum importance to the listening process and he/she shouldn't be too much rigid about the evaluation of the learners. Using listening activities for testing only leads to anxiety, which weakens the development of Meta cognitive strategies.

2. According to the learning listening skill prior knowledge plays an important role and our students should develop their prior knowledge. In this regard, teachers should help students to grow prior knowledge regarding the listening materials, so that learners will be able to connect their background knowledge with the listening activities. Teachers should make easy the context for the learners so that the learners feel interest to learn listening skills.

3. For doing any task successfully any one should know the purposes of doing the work. So teachers should let the students know the purpose of listening skill while listening.

4. Using authentic materials is important to develop our students listening skill. In this regard our teachers should use the tape recorder or CD in the listening class and government should provide the CD and other listening material as much as quick. While listening will be practiced, students should be given more than one chance for hearing the same materials.

5. Understanding the difficult words meaning is important things. Teachers should encourage the students to build up rich vocabulary stock. Teachers should also motivate them to improve their critical listening skill.

6. English is not a content based subject it is skill based subject and any skill can be developed through practice. The more exposure the learners will get the more they will be competent. It is not necessary that students will practice listening in class room only. For the development of Extensive listening they can be encouraged to watch English movies with sub-title, listen to English song, documentary show English news, sports commentary etc.

7. Though the students of secondary level education are not adult most of them are now well equipped with mobile phone and it is a common practice of listening FM radio for entertainment. The English teachers should encourage their students to hear BBC (FM broadcast) in their mobile phone. The government can take initiative to start education based FM radio channel in English.

8. Listening skill should be included in the examination and Government should take the proper initiative to assess the students listening skill.

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Appendices:

Appendix 1: Action Plan chart (3 months Plan)

Work	1st week		2nd week		3rd week		4th week		5th week		6th week		7th week		8th week		9th week		10th week		11th week		12th week	
	D1	D2	D1	D2	D1	D2	D1	D2	D1	D2	D1	D2	D1	D2	D1	D2	D1	D2	D1	D2	D1	D2	D1	D2
Primary discussion about research																								
Topic selection and draft																								
Consultancy with the teacher																								
Reading article ,writing proposal and submission																								
Data collection																								
Data analysis																								
Review the Proposal																								
Editing																								
Finalize and submission																								

Appendix 2: Questionnaire for Teacher(s)

(The Questionnaire is a part of academic research programme and will never be used for any sort of commercial purpose. Your respond might help develop ELT practices in Bangladesh. You are requested to go through the questions and respond these accordingly. Please feel free to ask/contact if you have any difficulty. I would like to assure your response will remain confidential and ethics will be maintained at all levels. Thank you in advance for helping this research work.)

General Information

i. School.....ii. District.....

iii. Location: Urban Rural iv. Age..... v. Gender: Male Female

vi. Teaching experience:year(s)

vii. Have you received any training on teaching English/ELT? Yes No

If yes, please specify.....

Part-1

1. Listening English is an important skill in learning English Language.

Strongly agree Agree Neutral Disagree Strongly Disagree

If others, please specify.....

2. Listening skill should be taught in the classroom to learn English Language.

Strongly agree Agree Neutral Disagree Strongly Disagree

If others, please specify:

3. Teacher should teach students listening skill in classroom by following EFT books.

Strongly agree Agree Neutral Disagree Strongly Disagree

4. Listening skill should be tested in the examination.

Strongly agree Agree Neutral Disagree strongly disagree

(Please specify).....

5. Our exam system is not authentic to test four skills.

Strongly agree Agree Neutral Disagree Strongly Disagree

6. Teach listening passage to the students.

Always Often Sometimes Rarely Never

If others, please specify:

7. Use Teachers' Guide to teach listening passage to the students.

Always Often Sometimes Rarely Never

Give reason(s)

8. Use English language in English class.

Always Often Sometimes Rarely Never

Give reason(s)

9. Conduct pair and group work to engage students in different tasks and activities from EFT.

Always Often Sometimes Rarely Never

Give reason(s)

10. Use techniques like visual aids, miming/acting, and explanation in English etc. to teach vocabulary.

Always Often Sometimes Rarely Never

Give reason(s)

11. Feel motivated to take the challenges to teach listening skill in your classroom.

Always Often Sometimes Rarely Never

12. Large class is a big problem to implement listening skill.

Always Often Sometimes Rarely Never

13. Students are motivated to learn listening skill.

Always Often Sometimes Rarely Never

Part-2

Self-assessed Proficiency

14. I can speak English fluently.

Strongly agree Agree Neutral Disagree Strongly Disagree

15. My pronunciation (accent) in English is very good.

Strongly agree Agree Neutral Disagree Strongly Disagree

16. I can catch the foreign pronunciation easily.

Strongly agree Agree Neutral Disagree Strongly Disagree

17. I can teach my students listening skill without any hesitation because I know the procedure of teaching listening skill.

Strongly agree Agree Neutral Disagree Strongly Disagree

18. I need training to learn more about listening skill.

Strongly agree Agree Neutral Disagree Strongly Disagree

19. My voice is loud enough to hear back bencher in the classroom.

Strongly agree Agree Neutral Disagree Strongly Disagree

Part-3

20. How do you teach your students listening lessons from English for Today?

Answer:

21. What are the challenges you face while teaching listening skill to your students in class?

Answer:

22. What is your opinion about the importance of teaching listening skill?

Answer:

23. What type of teaching aids and resources you have in your school to teach listening skill?

Answer:

24. What kind of resources you need in your school to teach listening skill.

Answer:

Thank You.

Appendix 3: FGD for Teachers

(The Questionnaire is a part of academic research programme and will never be used for any sort of commercial purpose. Your respond might help develop ELT practices in Bangladesh. You are requested to go through the questions and respond these accordingly. Please feel free to ask/contact if you have any difficulty. I would like to assure your response will remain confidential and ethics will be maintained at all levels. Thank you in advance for helping this research work.)

1. Do you think Listening skill is an important skill for communication? Why
2. Do you think speaking skill and listening skill are interrelated? How?
3. Do you prefer to teach your students listening skill in the classroom? Why?
4. Do you believe Listening skill is very easy to teach in the class? Why?
5. Do you prefer to use English authentic materials rather than listen to those provided in the course book? Give reasons.
6. Do you prefer to use simplified listening materials provided in the course book? Yes or not. If yes why?
7. Do you think your students are very weak in listening skill? Yes or not. Why
8. Do you think you are confident enough to teach the students listening skill? Give reasons.
9. Do you need training to teach listening skill? Give reasons.
10. The students don't face any problem in regarding of accent while listening. Do you agree or disagree? Give reasons.

Thank You

Appendix 4: Questionnaire for Students

(The Questionnaire is a part of academic research programme and will never be used for any sort of commercial purpose. Your respond might help develop ELT practices in Bangladesh. You are requested to go through the questions and respond these accordingly. Please feel free to ask/contact if you have any difficulty. I would like to assure your response will remain confidential and ethics will be maintained at all levels. Thank you in advance for helping this research work.)

General Information

i. School.....ii. District.....

iii. Location: Urban Rural iv. Gender: Male Female v. Class: ____

Questions

Part -1

1. Listening English is an important skill in learning English Language.

Strongly agree Agree Neutral Disagree Strongly Disagree

2. Listening English should practice in the classroom to learn English Language.

Strongly agree Agree Neutral Disagree Strongly Disagree

3. Like to practicing listening skill in the classroom.

Strongly agree Agree Neutral Disagree Strongly Disagree

Others (if applicable):

4. You always try to understand word meaning rather than the context while listening

Strongly agree Agree Neutral Disagree Strongly Disagree

5. Listening English part should be included in exam.

Strongly agree Agree Neutral Disagree Strongly Disagree

If others, please specify:

6. Practice listening skills (passage) in the classroom.

Always Often Sometimes Rarely Never

7. Teacher present vocabularies before reading passage/playing CD in the class.

Always Often Sometimes Rarely Never

8. Teachers and classmates speak in English out of EFT lesson activities.

Always Often Sometimes Rarely Never

9. Teachers set the listening task before reading passage/playing CD in the class?

Always Often Sometimes Rarely Never

Part -2

10. How do you practice listening English in the class? (*Tick more than one if applicable*)

Listening to my English teachers' lecturer and speech

Working with my classmates

EFT listening lessons

Listening to CDS

Others:

11. How do you practice listening English outside the classroom?

Practicing with real people (parents, siblings, friends etc.)

Listening to TV/Radio programmes such as English news, movie, cartoons, cricket commentary etc.

Listening English recordings or programmers through Mobile Phone/MP3 Player

Attending Language club, English week, English course

Rarely practice

Others (if applicable):

12. What difficulties do you face while listening to English? (*Tick more than one if applicable*)

Comprehensive skill

Less commonness or less analogy of linguistic features between Bengali and English

Anxiety

Poor listening skill due to less access to English in class and real life

Long text and alien content

Trying to understand all words in a text rather than understand the gist

13. Which area(s) of English language make(s) English listening skill difficult for you? (*Tick more than one if applicable*)

Pronunciation and accent

Unknown Vocabulary

Keeping Pace while listening to speakers, audio or recording in English such as speedy

English Syntax such as long chunk/sentence

Contracted form of spoken English

Others (if applicable):

14. How can you and your English teacher(s) make English listening interesting or easy? (*Tick more than one if applicable*)

- Concentrating not on each single words but main idea of the sentences of the listening text
- Playing/reading the listening text twice/thrice
- Regular Conducting of listening lessons given in EFTs
- Teaching listening with fun and in less frightening way
- Activities followed by listening texts would be interesting or short to answer
- Sentence Stress (stressing on the key words of the sentences)
- Intonation (Ups and Downs in the speech, not in flat voice)
- Giving pre-idea about the text you will listen to
- Tell the meaning of difficult vocabulary before you teach

Others (if applicable):

Thank you.

Appendix 5: FGD Questions for Students

(The Questionnaire is a part of academic research programme and will never be used for any sort of commercial purpose. Your respond might help develop ELT practices in Bangladesh. You are requested to go through the questions and respond these accordingly. Please feel free to ask/contact if you have any difficulty. I would like to assure your response will remain confidential and ethics will be maintained at all levels. Thank you in advance for helping this research work.)

1. There are four skills, among the four skills which is the most important skill and why?
2. Do your teachers tell stories/Play CD in the classroom? Why?
3. Do you think listening skill is important for communication? If yes, why?
4. What are the problems do you face in listening skill in the classroom?
5. Do you try to understand every word for listening?
6. Do you face any difficulty while listen the passage in the class room? If yes, what do you do then?
7. Do you face any problem with different accent?
8. Can you get common any question from listening lessons in the exam?

Thank you

Appendix 6: Class Follow up format

Class follow- up format.

Name of School:					
Upazilla:		District:		Area:	
Subject (1 st /2 nd paper):					
Lesson/Topic:					
Total Students:	Boys:	Girls:	Present Students:	Boys:	Girls:
Date:					

Teacher's Name:

Training received:

Indicators	Details	Comments
Lesson Plan:		
Review of previous class		
Use of English Language (%)	Teacher	
	Students	
Use of Textbook: EFT/Prescribed Grammar		
Teacher followed all the steps of EFT:		

Use of techniques {Put Tick (✓) mark}:	Pair Work <input type="checkbox"/> Group Work <input type="checkbox"/> Chain Drill <input type="checkbox"/> Monitoring <input type="checkbox"/> Evaluation <input type="checkbox"/> Others <input type="checkbox"/> (Specify)	
Students' Response (%):		
Teacher Encourages the Students:		
Care for Extra Support Learners		
Teaching Aids (Specify):		
Ways of concluding the class:		

Teacher's dealing with different skills:

Reading:

Writing:

Listening:

Speaking:

Grammar:

Observer's General Comment:

Strength	Challenges	Areas need to be developed

Signature of the Observer:

Name :

Designation :

Date :