

**Research Paper**

**Exploring the Reasons Behind the Poor Listening Ability in EFL Content of The  
Secondary Level Students**

By

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A thesis submitted to the Brac Institute of Language in partial fulfillment of the requirements for

The degree of

Master of Arts in TESOL

BRAC Institute of Language

BRAC University

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**Declaration**

It is hereby declared that

1. The thesis submitted is my original work while completing my degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material that has been accepted or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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**Abstract:**

This study examines secondary school students' listening skills in EFL contexts. This paper determines the reasons behind students' poor listening abilities. Listening is an essential skill for instructors because the majority of them work in ESL/EFL contexts. The mixed-method approach was used for this study. To collect data, two sets of questionnaires have been created for both teachers and students. To assess the qualitative data, content analysis was used. Statistics, analysis of numerical data, and questionnaires all used quantitative methods. The triangulation method was used for the paper, which brings quantitative and qualitative methods. For data collection 5 professors and 36 students were used. The research has challenges that are tough for students to understand. Fast speaking causes me to miss the text's content, as does using unfamiliar words or pronouncing them incorrectly, and students begin to depend more on their English textbooks. Teachers may be able to help students improve their listening comprehension skills by using the students' listening comprehension issues. The chapter will conclude with a few suggestions for improving listening skills practice at the secondary level, both for students and teachers.

**Keywords:** Listening skill, EFL context, ESL

## **Dedication**

*I would like to dedicate my work to my parents who gave me life and brought me into this beautiful world. My father for whom I have studied in the English department and chose my major in applied linguistics and ELT.*

## **Acknowledgment**

I would like to thank my supervisor, Associate Professor Harunur Rashid Khan for his continuous support and inspiration throughout the journey of my thesis. I was off the track for issues in my personal life, but whenever I needed support, he was always there for me. I cannot express my gratitude towards my supervisor in words. I am also thankful to the teachers who had been amazing mentors and guides in my TESOL classes. In addition, my heartiest gratitude goes to all the participants who have supported me in my research by responding to the questionnaire for the data collection. Lastly, I thank my family; without their support, I would have never been able to complete this thesis.

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## Chapter One: Introduction

A skill that requires numerous steps to develop is listening comprehension. At the secondary and higher secondary levels, communication language teaching (CLT) is still used in our culture. The goal of the current study is to identify the causes of learners' poor listening abilities. Writing and speaking are given the most weight at the secondary and higher secondary levels where Common Language Teaching (CLT) is used. The CLT method is still regarded as the greatest method in the Bangladeshi setting for emphasizing the four language skills equally. In the late 1990s, the nation embraced Communicative Language Teaching (CLT) from primary to higher secondary levels while taking into account students' learning needs.

In English as a Foreign Language (EFL) education, where exposure and practice are limited to academic or self-study practice, listening proficiency is a vital component to understanding non-verbal language and becoming a good speaker. Iwanaka, Chang, and Millett (2014) state that this ability inspired students to learn the language as well as the chance to expand their perspectives, cultural backgrounds, and communication skills.

Language is the most typical way to communicate and share out thoughts. It is important to have a common language for easier access to higher education and business. No language other than English can take its place in this regard. So it has become a common subject of learning from the early primary to tertiary level of the Bangladeshi education system. Studies, research, business, curriculum development, and students' attitudes toward learning have all come under the spotlight as English is employed in all of these areas.

It takes time to become proficient at listening to a foreign language. The listener should establish a routine that involves frequent listening practice if they want to become fluent in a foreign language. The same methods that worked in the mother tongue cannot be used to acquire this talent. When we listen, we interact with what we hear as well as incorporate it with previously learned knowledge, making listening to a very dynamic activity.

Because it "enables language learners to accept and engage with language input and encourages the establishment of other language abilities," listening skills are essential (Vandergrift & Goh, 2012, p. 4). According to Field, hearing is the principal means by which students increase their acquaintance with the spoken form of the target language (2008, p. 334). When the input is not adequately understood, it is difficult for learners to make meaningful progress in their learning. Because hearing is so important, listening training should emphasize both comprehension and acquisition (Richards, 2005). Language learners are helped in both understanding spoken language and becoming fluent in the target language (Richards, 2005).

However, the majority of language learners find it challenging to grasp listening because of the distinctive characteristics of spoken conversation (Rost, 2002). A few examples of the many factors that affect learners' comprehension of spoken discourse include improvised speech, the

speaker's accent, the speaker's speed, the listener's familiarity with the topic, his or her vocabulary and content schema, the absence of nonverbal cues, and his or her strategies for dealing with listening input (Richards, 2015; Ur, 2012; Vandergrift & Goh, 2012).

The biggest hearing challenge for second language learners, according to Underwood (1989), is that they have no control over what they hear or the speaker's speed, which leads them to become disoriented and not pay attention when they miss a word. For this reason, second - language learners need to develop bottom-up and top-down processing skills if they want to become effective listeners (Richards, 2015). Second - language learners need to be able to recognize the words they hear, recognize the beginning and end of each word, and contrast the sounds they hear with the mental representations they have of those sounds in their long-term memory as part of their bottom-up abilities. Students should also be able to understand how function words are used in the target listening text, both in terms of syntax and discourse (Richards, 2015).

Effective listeners must improve their top-down processing abilities in addition to their bottom-up processing abilities to "bring background information and situational knowledge to understanding" (Richards, 2015) and to make up for their lexical deficiencies. It is crucial to acquire both bottoms-up and top-down abilities to become a competent listener, but the former is becoming more and more valued. A change from top-down to bottom-up listening is therefore supported by many research studies because the inability to identify sounds or create word boundaries while listening is regarded as one of the key obstacles to listening (e.g. Field, 2008). (Renandya& Farrell, 2011).

Since bottom-up processing appears to be closely related to understanding (Wu, 1998) and low-proficiency listeners commonly struggle with lexical segmentation, such a pedagogical adjustment is crucial in mixed-ability groups (Field, 2003).

The reason for me to mention this poor listening skill is that this issue remains a weakness in our country. I think the students have been dealing with this issue due to a lack of emphasis on this matter. I think that authorities should take properly preparation from the students from the beginning on this matter so that they do not face any obstacles Bangladesh faces many other challenges to ensure achievement for all students in the primary education sector. Students in government primary schools are also not devoted enough. Teachers emphasize reading skills by asking to read and writing skills by asking to write. But speaking and listening skills are not evaluated during English class.

These things remain unheeded. Teachers teach the students for getting a good number at examinations not for achieving learning efficiency and learning requirements. One if the key reason behind poor listening ability is the classroom environment. Students are often distracted by peers and the environment around them. Bangladesh students often have difficulty focusing on the lecturer and taking notes, because they are busy chatting with friends or checking their phones. In addition, teachers use the native language as well as the native accent during the lesson. Besides, classrooms have very poor facilities.

Not having enough access to multimedia is notable. Also,the classroom setting is not up to mark. Because of too many students,the teacher cannot focus on individual weak student suffering. Teachers should give equal importance to all four skills. The syllabus should have separate

activities for listening and speaking like quizzes, peer communication practice, etc. And speaking English in during the class should be made compulsory.

The goal of this research is to investigate students' weaknesses in listening in Bangladesh. In this research paper, I have discussed the core problems of poor listening ability. In my research paper, I have disclosed the academic rationale gap in Bangladesh's education system and developed my questions based on these issues which were then used in teacher and students interview. I have got evidence for the argument. So it can be said that this paper this reliable and validated.

### **1.2 The three following significant research questions have been developed for this study:**

1. What are the main causes of poor listening ability?
2. What are students' views regarding the difficulties their learners encounter during listening comprehension?
3. What are the challenges the teachers and students encounter while teaching and learning listening skills?

### **1.3 Statement of the problem:**

Since schools place a strong value on grammar, reading, and vocabulary, Hamouda (2013) claims that EFL students have a particularly difficult time understanding what others are saying. Speaking and listening skills aren't frequently emphasized significantly in the literature, and teachers hardly ever consider these skills in their classes. Osada (2004) argues that hearing is not a talent that should be taught in the classroom and that students should not be expected to learn listening without thinking. As a result, it still gets the least emphasis in terms of language teaching. According to Hamouda, students have a very difficult time understanding speech (2013). Learners face various difficulties when they listen to a language.

The research's conclusions indicate that the students' challenges with listening skills include unknown terms, trying to grasp every word, getting frustrated, having issues with diverse accents, and experiencing mental blocks. Learning a second language is challenging for some reasons, including phonological differences between the student's native language and the language they are learning, pragmatic differences between the two languages, and more.

Teachers should be aware of the difficulties students have understanding spoken passages if they are to assist them in developing their hearing comprehension. They should also teach them effective listening comprehension strategies to help them get past these difficulties. Teaching listening and speaking in languages presents a variety of challenges for teachers. These include the students' inadequate English proficiency, lack of enthusiasm to improve their communication competence, and aversion to participating in class. Getting things repeated yet not being able to. For EFL students, listening comprehension is frequently a problem during the learning process.

They might not always be able to grasp what is being said when asked to do an activity based on a live debate.

Because of this, listening assessments are where many students receive their lowest grades. Students also struggled to understand what the teacher was saying, which caused their understanding to be incomplete, erroneous, or unclear. Most of the time, asking questions doesn't help students find the solution. Inadequate listening skills are the cause of the entire issue. The researcher thinks it's critical to look into both the difficulties EFL students have with listening comprehension and any possible reasons why they might have poor listening skills.

#### **1.4 The significance of the study:**

This study will highlight the difficulties secondary-level EFL students in schools with a Bengali medium face when practicing listening skills. The findings, according to the researcher, will be very helpful in identifying the causes of listening difficulties among secondary-level students taking EFL classes. The results will serve as a database for the Department of Foreign Languages as well. Teachers could utilize it to improve their students' listening skills and to think about why some students have poor listening skills. In consequence, students' second language (English) communication skills should advance. Further, the findings of the study will be a guide for EFL teachers in their understanding of and approach to teaching listening skills and also for other researchers in their research on EFL listening comprehension.

This processing capacity can be developed by teaching students how to distinguish between two sounds or how to distinguish rising from falling intonation, for example. Contrarily, top-down processing refers to interpreting meaning as intended by speakers using schemata, or the mental organization of knowledge (Nunan, 1998). This point of view highlights the importance of the learners' prior knowledge in interpreting the material they receive. Previous knowledge can help listeners understand new information by linking it to what they already know, but a severe lack of prior knowledge might make it difficult for listeners to understand a specific speech.

Given the growing popularity of the communicative method in EFL settings, the researcher underlines the importance of students' communication skills. Effective listening abilities are becoming more and more in demand among EFL English language learners. Speaking and listening skills do not appear to receive much attention from teachers when planning lessons or from course materials or curricula. Students who speak English as a second language have poor listening comprehension. It is necessary to adopt a new teaching strategy to accommodate the needs of the students.

**1.5 Methodology:**

The study will find the reasons behind the poor listening ability of Bangladeshi students in English at the secondary level. This has been planned to be done by a mixed-methods approach. The study can employ both qualitative and quantitative methodologies. The quantitative strategy will involve the use of two sets of questionnaires for both students and teachers, while the qualitative approach will involve focus groups with both students and teachers.

## **Chapter Two: Literature review**

### **2.1 Introduction:**

This chapter lists numerous literary works that are pertinent to the research. The researcher makes an effort to demonstrate the need for this study. Language proficiency includes listening, but in Bangladesh, students have a variety of problems picking up this second-language skill. This study emphasized some variables, challenges, and other facets of the language acquisition process, which have undergone numerous modifications throughout the years. Even though listening is one of the four basic language abilities, it is not taught in schools. In some literary works, hearing comprehension can fall short of reading comprehension. (Nunan, 1997). The fact that listening skills receive no credit suggests how little emphasis is placed on them in Bangladesh. For EFL students, listening abilities are just as crucial as reading, writing, and speaking abilities. "Listening is a complicated and active mental activity that involves perception, attention, cognition, and memory," claims a researcher (Hamouda; 2013). When compared to reading in EFL, listening has traditionally been a neglected skill in both research and practice.

### **2.2 Listening skill:**

The ongoing process of constructing an interpretation of the spoken input is known as listening. The capacity to alter interpretation in response to new data is crucial while listening in a second language or foreign language (L2/FL). (Buck, 2001; Chen, 2013). First-language listeners may process the listening material automatically without giving each word much thought. Contrarily, the majority of L2/FL listeners must deliberately decode the nuanced aspects and construct the meaning of the listening information; comprehension typically fails due to listeners' limited working memory and language learning (Vandergrift, 2004). Therefore, it is crucial to consider the intricate cognitive process while developing L2/FL listening instruction, and more intervention is required to aid listeners in achieving efficient comprehension. The key theoretical justification for looking at the L2/FL listening process in this study is the cognitive processing point of view.

The most generally used information processing model for the listening process is probably Anderson's (2000) three-phase comprehension model, which comprises perceptual processing, parsing, and use. This model, which has likely been the most often used to describe the listening process, has, for example, been linked to several investigations focusing on the use of listening tactics at various phases (Bacon, 1992; Shahrokhi, Malekian, & Sayedi, 2015). Decoding, comprehending, and interpreting are three more listening processing phases described by Rost (2002) that provide us with a thorough grasp of how listeners process the various levels of knowledge required to respond to incoming information. Given the simultaneous interaction of bottom-up and top-down processing, this may combine the advantages of linear stages and parallel processing.



Bottom-up processing, which includes a decoding or text-based process, is shown by Anderson and Lynch (1988) as "listener as tape-recorder," whereas top-down processing, which includes a knowledge-based process, is portrayed as "listener as an active model builder" (P. 21). Contradictory viewpoints have been expressed about the question of whether top-down or bottom-up processing is more prevalent (Field, 2004; Tsui& Fullilove, 1998; Vogely, 1998). Effective listening comprehension is said to depend on a combination and balance between bottom-up and top-down methods (Flowerdew & Miller, 2005), albeit the nature of that balance may change depending on a variety of different conditions. Therefore, it is crucial to assess these variables to identify the problems that students can encounter with input processing and to help them discover the best ways to handle hearing difficulties that affect comprehension.

### **2.3 Input:**

Kapanadze (2019) Good listening ability is an essential learning tool. Many students do not have good listening skills. They are poor listeners. They tend to listen and think about something else at the same time. Poor listening is a very common phenomenon and most talked about in our country which needs to be addressed very tactfully otherwise the students will stumble to moving forward with society. Mentors must be properly focused. As they play an effective role here. To improve listening skills, there should be all the necessary measures that will help them. Learners must have access to the quality and quantity of input that they need for effective learning. Hamouda (2013) Martínez-FlorandUsó-Juan (2006).

However, when we encode and produce speech output, it calls for knowledge retrieval (Vandergrift, 1999). According to Vandergrift (1999), listening comprehension is a highly integrative skill that is essential to help learners make the most of their exposure to the language. The numerous steps involved in comprehending and making sense of spoken language, according to Nadig (2013), are what constitute listening comprehension. These entail being aware of speech sounds, grasping the significance of particular words, and comprehending sentence grammar.

### **2.4 Aptitude:**

An aptitude is an observation used to determine an individual's skill or propensity to succeed in a given activity. Students should have background knowledge. Poor listening, and not having enough ideas will make them unable to understand the topic they will retreat.

While investigating I observe many students were hesitating and not enjoying the text as they do not have enough knowledge about the topic (Ashraf 2015)

They face difficulties because the student does not emphasize English much in class.

His findings showed that students struggle to comprehend what they are listening to for a variety of reasons, including lack of background knowledge, boredom with the listening material, noise, and speaking rate.

Mahmoud and Ahmed (2020) used a questionnaire to gather their data, and they discovered that students had trouble understanding listening texts that had complex grammatical structures as well as informal vocabulary and idiomatic expressions. Additionally, students reported having trouble focusing and having trouble understanding listening assignments when they first heard them.

## **2.5 Cognitive:**

Cognitive refers to memory, attention, awareness, mental ability, forgetting, and context and environment in which the learning process takes place. It is a problem-solving method that deals with learners' activity and facilities of learning (Azmi Bingol, Celik, Yidliz, & Tugrul Mart, 2014). Here learners can use it to remember new information. It can be divided into two sectors bottom-up and top-down.

Top-down and bottom-up help students understand their text. In top down the student receives knowledge from an instructor, and then applies it to understanding and clarifying confusion along the way. Bottom-up help teach the smallest details of a topic before having students learn the bigger picture. (Tsui 1998). (Tsui & Fullilove, 1998; O'Malley, Chamot, & Kupper, 1989)

Meta-cognitive skills are applied consciously during learning, cognitive activity, and communication to manipulate cognitive processes. Meta cognitive generate through which learners manage, direct, regulate and guide their learning. But students seem to adapt more cognitively than meta-cognitively. (Abdalhamid 2012).

## **2.6 Individual differences:**

To better understand the listening challenges faced by six Indonesian English Department Freshman students (aged 19–20) in their listening lessons, Rakhman, Tarjana, and Marmanto (2020) undertook a case study. Rakhman et al. observed that the students had several difficulties when listening to English, including issues with short-term memory, homophones, and speech rate. They gathered their data via questionnaires, interviews, and observation.

Similar findings were made by Rahman, Singh, and Pandian (2018b), who discovered that teachers' behaviors and attitudes do not align with CLT and that they may have different perspectives on the curriculum. Understandably, NCTB can request that instructors apply a CLT curriculum that is unfamiliar to them without first doing a thorough contextual examination of the potential complications. For instance, Bangladeshi classrooms place a high priority on the teacher-centered classroom, and communication among pupils is frequently lacking (Rahman, Pandian, & Kaur, 2018a).

Listening is a skill that is often overlooked, but it's just as important as speaking or writing. Listening is an individual difference that can vary between individuals. Some people may have an easier time understanding what someone is saying while others may struggle. Mostly confined problems are low self-esteem, difficulty in identifying words, and lack of concentration. As a result, they cannot comprehend properly. This problem is not being solved due to not giving enough importance. (Field 1998) (Field, 1998; Karami & Bagheri, 2014; Shakibaei, Shahamat, & Namaziandost, 2019)

For students, a lack of sufficient knowledge about the topic becomes a hindrance. Among all problems, the most concerning is the fast speech of the teachers (Bidabadi & Yamat, 2011; Nasri, Namaziandost, & Akbari, 2019; Pourhosein & Ahmadi, 2011; Zohrabi & Shokrzadeh, 2017).

## **2.7 Teaching Listening Skill**

If students try to learn something with their intelligence and try to do it in their native language then it will be effective for them. Because Comprehension requires a lot of effort. (Ur 1984). And in this case, the top-bottom-up process is used. Since Top down happens when we use background knowledge to make sense of what we are listening to. It

Rely upon students knowing something about the topic. While bottom-up work with language understanding word by word. (Silberstein 1994:7)

Top-down help to connect the students connected with the prior knowledge of the topic bottom helps students to get attentive to the topic, and the detail of input. The student easily grasps the sound of the word and also makes a stronger connection with grammar and lexical meaning (Morely 2001)

Instructors can make listening more effective by engaging with the task, and making stronger materials. (Nunan 1999)

## **2.8 Improvement:**

We all know that listening is a skill that can be improved over time. Listening is a skill that can be improved upon with practice.

Since practicing listening is within reach of people these days. It is easy to excess though they hesitate to practice, they still face problems. This problem can be solved then teachers put effort into training the student effectively (walker 2014)

Listening comprehension is complex, dynamic activity. Therefore it requires great mental efficiency. Only then for the complex problem can be solved (walker 2014)

Listening is a skill that needs to be developed. If the students utilize the listening strategy it can be improved and they can do better in comprehending one language to another (karami2014) (Karami& Bagheri, 2014; Rahimirad&Zare-ee, 2015; Vandergrift, 2003)

## **Chapter 3: Research Methodology**

### **3.1 Introduction:**

An explanatory, sequential mixed-method approach was adopted in this investigation (Creswell & Plano Clark, 2017). Although mixed-methods approaches are frequently used in the social sciences, there doesn't seem to be any study on how this "relatively new methodology" affects academic learning gains when used in classroom assessment (Creswell & Plano Clark, 2017). Given that this understudied topic (i.e., student learning gain) is understudied, the current study distinguished itself from the body of literature on student academic learning gain by adopting a mixed methods design to precisely evaluate learning gain in the classroom (Mathers et al., 2018).

This chapter will go through the research's participants, procedures, and methodologies as well as the overarching research strategy and how those methods were employed to collect the specific data. The overarching goal of this study is to identify the main challenges to English listening comprehension faced by Bangladeshi students studying in the Bangla medium and to propose some methods to overcome these challenges. This study intended to achieve these goals by incorporating a variety of research techniques, such as looking at numerous case studies that were relevant to the subject to gather in-depth information. Our ability to gather qualitative information during the follow-up period helped us to better understand the causes of varied learning gains and trajectories. The conceptual knowledge of learning gain was finally mapped by this study using the associated quantitative and qualitative outcomes.

### **3.2 Methods of data collection:**

In this two-phase study's sequential mixed-methods approach, a questionnaire and extensive semi-structured interviews were used. When asked about the difficulties their English as a First Language (EFL) students face when attempting to understand what others are saying, instructors, and provided feedback to participants in the first phase of the study. On the data received from the questionnaire, a quantitative analysis was performed. The results of the questionnaire were supplemented in the second phase by interviews with a select group of survey respondents who were chosen at random.

The semi-structured interview was chosen since it offers people the tools to handle unforeseen scenarios and provides more flexibility (Blandford, 2013). Interviews with teachers and students resulted in the collection of specific feedback. For the study, individual interviews were conducted using a range of standards and guidelines. Taken to protect the subjects' confidentiality and privacy and enable them to speak freely during individual interview sessions, the researchers posed questions and the participants were free to respond with their views and ideas. Additionally, input on the secondary English instruction at those Bangla-medium schools was possible thanks to the researcher's checklist for classroom observation.

### **3.3 Research instruments:**

The researcher took into consideration some of the criteria and acknowledged some of the qualities when drafting the questions and checklist for the classroom observation. When creating the questions and checklist for the classroom observation, the researcher took into account some of the criteria and recognized some of the features. Two instruments, one for students and one for instructors, may be employed by the investigator to gather the data. Assessment in the classroom is essential for instruction, motivation, and teaching (McMillan, 2013). Assessment is essential to enhance student learning under many types of instructional delivery modes to foster a student-centered learning experience in educational environments (Liang & Creasy, 2004; Ziegenfuss & Furse, 2021). Assessment in the classroom is complicated, though. The desired learning gain in the classroom, which is defined as the development or change in information or abilities, is more difficult to quantify (Rogaten et al., 2019).

A poll asking teachers about the difficulties their EFL students experience with listening comprehension. The majority of the questionnaire's items are based on two previously published surveys. The items from both sources need to be changed because the surveys were designed for EFL learners' self-reports of the difficulties they experience with listening comprehension. I have chosen the mixed method because my observation requires more than the quantitative approach can provide. Because I want to conduct further observation and analysis and obtain more data, I require qualitative data. My analysis would be incomplete without these two approaches, so I think incorporating them within my research article will be beneficial. This mixed-method approach will improve the data collection and analysis. This study focuses on the student's attitudes and behaviors, their actual use of listening skills, and the difficulties they face in the Bangladeshi educational system.

### **3.4 Participants:**

It was a mixed-methods study. One institution in Dhaka is chosen to look into the language class's teaching methodology. One of the organizations is "School A," a prominent institution that uses the Bangla curriculum. An application to observe an English language class and its instructors' teaching techniques was submitted to the institution. Based on the three portions, the language class was transferred from the chosen school's class 10 to class 9 (since the class 10 students were preoccupied with their test examinations). Participants in the observation included both the teacher and the students. To assist in gathering data from the school, the 36 students and five teachers are divided into three divisions.

### **3.5 Procedure:**

It underwent direct fieldwork utilizing a method of survey and observation. I have already gotten permission from the school administration. Conducting the survey takes between 25 and 30 minutes. Since the professors had previously been questioned, the investigation was done after class. The instruction was given in English once we were in the classroom. The questionnaire was duly distributed to all the present students after the introduction. The confidentiality of their

identities was guaranteed to the students. In this instance, the researcher used dichotomous questions to get information from the teachers and pupils.

### **3.6 Ethical Issues:**

The ethical review of this study was crucial. This is based on the school's authority. The teacher and students gave their consent before the interview started, and they happily took part. The participant's questions or misunderstanding was also clarified by the researcher. The researcher gave the assurance that their information would remain secret and only be used to support this theory. To prevent upsetting or insulting the respondents, the researcher took care not to include any sensitive information in the questionnaires. This study will not disclose the real identities of the participants. In addition, only the researcher will have access to the data and its analysis.

## **Chapter 4: Findings & Results**

### **4.1 Introduction:**

The results of this investigation are discussed in this chapter. Both quantitative and qualitative measurements have been used to get authentic results. There were appropriate surveys, some of which included open-ended questions.

Triangulation was used to compare and contrast various data to crosscheck their reliability as well as validity. The students were required to rate how proficient they were at listening in the first section of the questionnaire. The results demonstrate that the students are self-assured enough to describe themselves as average and good listeners rather than terrible ones.

### **4.2 Results of the Research Question:**

The answer to the first research question is, Hearing and listening are separate activities; hearing only entails absorbing information while listening involves understanding it. Numerous factors might contribute to poor hearing, which makes it challenging to understand what is being said and come up with answers to difficulties of any kind. These problems result from a general lack of appreciation for the importance of listening. This is the primary cause of bad listening skills. Listening is a skill that is essential for academic and extracurricular reasons in the English language. The findings demonstrate that listening skills were not properly and thoroughly pre-, during, and post-taught in the classroom. Findings reveal that most pre-listening activities used by English language teachers include pair and group discussions, the introduction of the listening text, clear instructions, drawing students' attention to the listening text, and instructing them to copy the questions, tables, and summary outlines. However, the majority of English language teachers in the study area did not require or encourage their students to take specific notes or read the comprehension questions before listening to the text. Additionally, they did not specify objectives for each listening exercise or call attention to crucial lexical terms.

The second research question results concentrated on the challenges that students have when listening to the English language, the mental exercises that they engage in for listening comprehension, and the strategies they utilize at various stages of understanding Mahmoud Ghoneim (2013). The researcher also examined to determine if there were any variations in the listening strategies used by advanced and intermediate learners. The think-aloud method was used to gather the data, and students were asked to communicate any issues they had while working on a listening comprehension project and to show how they resolved them. The results showed that advanced and intermediate participants engaged in three cognitive processes—linguistic, connecting, and comprehension-gathering—and faced the same problems to varying



degrees. Top-down strategies were utilized more frequently by the advanced students than by the intermediate ones.

Findings also show that post-listening exercises such as having students compare and finish their notes, summaries the main point of their discussion, complete lengthy writing assignments, or give "appropriate" feedback on their listening comprehension activities were never used by English language instructors. Students struggle with several academic issues, especially those who have poor listening abilities.

According to the third study finding, the majority of English language instructors instruct their students using a bottom-up methodology, which calls for them to start with the smallest language aspects and then correct them as they go. In light of this, when teaching To effectively teach listening in English as a second language, it is important to start with short texts and progress to longer ones as the students gain comprehension. The vast majority of students can understand what the teacher is saying, but a significant portion cannot. As the teachers had already been questioned, the investigation was conducted after class. Nevertheless, a student's ability to listen may not be achieved if they completely rely on one approach. The current body of research recommends teaching students listening skills using an interactive method. In other words, it is advised for instructors to blend the top-down and bottom-up techniques, which provides them the chance to balance out one another's inherent limitations and the other way around.

Listening skills had a positive link with self-efficacy and a negative relationship with anxiety, both of which were related to low self-efficacy, according to some research (e.g., Bandura, 1997; Chen, 2007). According to this study, one can control or suppress anxious anticipatory feelings by feeling effective. Increasing self-efficacy could reduce listeners' frustration (Graham, 2011). Vandergrift's motivational research from 2005 was founded on this. According to Vandergrift's 2005 study, there is a connection between meta-cognitive awareness and the desire to learn to listen. Understanding the self-concept and self-efficacy of listeners in the same EFL environment who have various levels of listening skills may assist teachers given the significance of self-efficacy.

The results demonstrate that the listening activities used before, during, and after lessons were not successfully implemented. The ability of students to improve their listening skills is impacted by this. The activities listed under each listening level must therefore be given time, according to the requirements for English language teachers. The study also highlighted the difficulties in teaching listening skills, such as teachers' excessive emphasis on grammar over listening, their preference for explanation and demonstration over providing students with opportunities to practice listening, their preference for a teacher-centered approach, their hesitancy to encourage students to use English outside of class, their reluctance to provide students with opportunities to practice listening, and teachers' lack of knowledge of the subject.

### **4.3 Discussion of the findings:**

The researcher used both qualitative and quantitative findings to explain why specific students showed varying improvements in their listening comprehension. I explained and provided examples of how teachers, prior performance, motivation, and cognitive learning techniques all play a significant impact on students' short-term learning gains.

### **4.4 Findings from the students' interviews:**

The purpose of this study was to focus on the current state of listening skills at the secondary level in Bangladesh. There are a few factors at play in students' subpar listening abilities. Students' listening abilities are lacking and none of these levels place any emphasis on them. This skill has gone unattended throughout their entire academic career. Students lose interest in listening as a result of this issue and develop poor listening skills.

Speech rate is a significant hearing challenge for language learners. This was made clear by the study's findings, which showed that participants generally found it challenging to understand texts when the speaker spoke quickly without pausing long enough for them to process and understand what they had just listened to. Participants also claimed that this issue, coupled with extremely long texts, made it difficult to understand the texts. The results of this study corroborate those of Goh (1999) and Flowerdew and Miller (1992), who also showed that speech rate is regarded as a significant issue for L2 learners. In almost all of Flowerdew and Miller's (1992) and Goh's (1999) studies, 30% of participants including those who participated in interviews and diaries in practically all of Flowerdew and Miller's (1992) and Goh's (1999) research stated that their main issue was the rapid English speech rate. The issue of text length is the final input issue identified in this study. The study's participants all agreed that reading lengthy texts in a foreign language can be challenging, especially if the lengthy material contains many new words. In general, it's believed that students' primary input issues are speaking rate, text length, foreign accents, and improper word pronunciation (Namaziandost, Hashemifardnia, & Shafiee, 2019).

Students discussed a variety of issues they have as the researcher questioned the challenges they face when learning English. Three major categories may be used to classify these issues. Some students claimed their English classes are dull and challenging, and as a result, they have less interest in attending. The students went on to remark that they did not find their English classes to be interesting or dull. They will find the class more intriguing if the subject looks more approachable. When asked if they found their English courses fascinating, a very small percentage of students said yes. They also said that they like it when the themes are engaging to them. The majority of students said they have grammatical issues in their responses. When discussing challenging subjects, grammar has many facets, and people's responses vary from one

another. Some students claimed they struggle with transformation, while others claimed they found accent changes to be particularly challenging.

Others claimed they could not comprehend the rules governing the proper form of verbs, while others claimed narration was quite difficult for them. Most of the students said that they had trouble changing their speech and appearance. When asked what kinds of difficulties they encounter in English classes, some students responded that they find some of the vocabulary challenging because they do not understand what it means.

Their English teacher ignores their requests for clarification and shouts at them if they do. Additionally, they mentioned that the teacher focuses more on grammatical rules than on meaning. Some people claimed that because they do not receive writing instruction on how to develop, they are unable to write in English effectively and cannot coherently communicate their thoughts. However, several students stated that they do not even comprehend their English lectures and that it is extremely challenging for them to match the teacher's fluency and tempo, leading to the conclusion that they do not understand any of the specific topics at all. However, several students stated that they do not even comprehend their English lectures and that it is extremely challenging for them to match the teacher's fluency and tempo, leading to the conclusion that they do not understand any of the specific topics at all. These are the causes of their lack of interest in their English lessons, which instead appear dull to them. The majority of students who responded said that grammar is their main area of concern. They must learn all the rules even when they do not comprehend them, and as a result, they frequently forget them.

According to Başkan and Deniz (2015), students believed that tests could be easily passed, that lectures were simple, and that because of this, they did not want to attend to or care about the lessons when they were so simple. In addition to having students pay attention to the lecture, teachers' treatment of their charges was more beneficial than the curriculum itself. Examining teachers' problem-solving strategies reveals that engaging students in active listening, engaging students in active listening, incorporating listening activities based on empathy, emphasizing the value of listening to students, and dealing with students individually are the most prevalent problem-solving strategies.

Another group of students claimed that because the teacher speaks nonstop and does not even allow for questions, the lectures and subjects seem extremely dull to them. They complained that because their class hour is so brief, their teacher crams the content in and occasionally covers more than one topic in a single lesson. Then, it becomes challenging for them to comprehend several things at once. Sometimes, they get confused and mix up the subject. Because their teacher just taught the rules and wanted them to complete the exercises following those rules, several of the students said that they did not understand the language because it matched mathematics to them.

#### 4.4.1 Analysis of the Information Obtained from the Survey

As a researcher, I started my classroom observation through a survey. I took permission from the teacher for this survey and informed the students that I am doing this survey for my thesis which will be completely anonymous to protect their privacy.

The survey questions have been made through the main points that have been focused on in the data analysis. Through findings from observation are student interviews, use of language, technology, multimedia, and teacher's techniques. I have described this in detail in this section.

Later, I took permission from the teachers to interview them. Through this interview, I come to view the teacher's facilities, teacher multimedia, guidance, and difficulties.

a. Listening skill is difficult to face in your English classes:

It might be difficult to improve listening comprehension in English classes since there are problems with listening that are related to the content being listened to. The topic was the main motivation for listening to mental difficulties. The challenges with the hearing material were unfamiliar phrases, a difficult grammatical structure, a limited vocabulary, and long-spoken text.

b. Comprehension paragraphs have complex grammatical:

The grammatical issue relevant problem was the learner's ability to comprehend what they were hearing was hampered by complicated grammatical structures. 26 of the 36 students surveyed reported finding it difficult to grasp what was being stated due to complex grammatical structures. The responses from the students reveal how troublesome grammatical structures were for them. As a result, understanding the text's structural elements is crucial for effective listening comprehension. Some students have trouble listening to complicated statements since their grammar was still not good enough to support them. Complicated language is difficult to understand and requires a lot of time.

Because proper grammar is crucial for sentence construction, Bangla-medium students have difficulty comprehending English when hearing. Some students are also not paying enough attention in class, which contributes to their inability to grasp English. Nearly all secondary school students concur that they have grammatical issues. Only a small percentage of students are trouble-free and able to keep up with the class. And some students dispute this assertion. Students learning in the Bangla medium are not proficient because they lack practice and necessary course resources. Not having as much access to material removal teaching techniques seems uncommon.

c. Everyday conversation in the target language is challenging for me.

A total of 27 students out of 36 respondents indicated they had trouble speaking the target language, while 10 others disagreed. Students in the secondary grades lack confidence in their English proficiency. The most significant truth is that because all of their lectures are in Bangla, they do not have the same solid foundational understanding of English as students in English language schools. Another factor for low speaking skills is a lack of supervision and instructor preparation. Grammar, memory, and sentence translation are the main subjects of instruction for students.

d. How do encourage bangle medium students in learning English

The importance of background information in influencing students' decision to study a new language cannot be overstated. Even if they have mastered the method, listening comprehension may suffer from a lack of context. Students in secondary schools are discouraged from studying English. Among the 36 responders, 25 students agreed to the survey's results, which were published. Those students who responded "yes" do not have that information. It demonstrates how crucial background information is to understand what the listening text is saying. Only students concur that their professors support them; some students disagreed due to their lack of attention in class. Since teachers only have a limited amount of time to educate the students, this poses a challenge for the students. Since they lack multimedia capabilities. The student is kept behind because of a lack of multimedia capabilities. Some students concur that professors are doing whatever they ask of them since they pay attention and are engaged in the material.

e. I feel shy to ask questions if there are unclear meanings

These 23 students have expressed their concern that they won't be able to comprehend what is spoken. Before tackling listening difficulties, students lacked confidence because they lacked practice and information. When they did not understand anything, they were shy with their friends as well. The lecturer's role is to excite the students' attention, give them self-assurance, and ensure that they can succeed in listening despite their inadequate English proficiency. It implies that the lecturer must develop a successful method to make the lesson interesting and relaxing. Since there are often many shy students present at the time who are unable to offer questions, the instructor often does most of the work to maintain the class. Students are less inspired. They do not ask inquiries fearing that they could be in error. Some instructors do not speak English in class, which causes students to have poor listening skills. According to my study, students who are unable to answer in English can write after fully comprehending the question but are unable to explain it because of a lack of experience.

f. The secondary-level students are more dependent on their English textbooks

Secondary-level students are more invested in their textbooks. Nearly 25 students are always using their books instead of getting knowledge from other books. But 12 students have general

knowledge about English since they gain knowledge from other places. Only reading textbook is not enough to learn English. Bangla medium students cannot develop their English because the textbooks do not provide the proper contents that are required for a particular class. They also chose that the books are grammar and language-oriented. It is startling that grammar rules and translation are preferred over all other subjects in Bangla medium schools, but the fact that books include them suggests that students frequently find it difficult to comprehend grammar rules and the use of English in daily life.

g. Fast speech makes me miss the meaning of the text

The problem that might make you lose concentration 29 out of the 36 responders to the survey lost concentration when thinking about an expected response, according to the results. This issue will prevent them from paying attention since they will not be able to focus. As soon as they comprehend what was stated, they start looking for the solution. They take their time selecting the right response. Finally, they overlook the subsequent query. Their hearing is disrupted by this issue, which causes them to overlook certain information. The words in listening issues were quite obscure.

h. I feel find myself less motivated to listening

20 students "agreed" and 16 students dissent the question on motivation during language learning. Students have trouble comprehending every word of the discourse. Because they are trying to comprehend every word, the pupils are unable to respond to the speaker's inquiry. For students to stay inspired to listen, teachers must establish a fun environment. They will be unable to speak and utilize English regularly if they do not pay attention to listening.

I. I find it hard to concentrate on native speakers' English

One element that hinders students' ability to understand what is being said is the speaker's fast speech speed. Of all the students, 36 said it was difficult to listen to them because of their affected pronunciation. They were able to recognize the words in written material, but they were unable to comprehend what they heard. It suggests that certain speakers' rapid speech is also regarded as a contributing factor to the listening issue. Even when the phrases are known to them, many students note that it is challenging for them to grasp what is being said when the speaker talks too quickly. But they were unsuccessful as well since they were unable to understand what the speaker had to say. Because native speakers speak too quickly, the students may hear all the phrases as one. Additionally, they claimed that their failure originated from their inability to understand what the speaker had to say. Sometimes, since native speakers talk too quickly, students hear the words as a single group. I am having trouble speaking quickly at this stage since I am not used to listening to a native speaker. To solve this issue, the students must develop their listening skills by hearing a native speaker.

#### j. Straggle of the listeners

Students have trouble listening due to both the listening material and the listeners' poor command of the English language. Concentration is necessary for understanding listening, and when students are frightened or apprehensive, they find it difficult to focus. The issues with the listener component were their attention, fear before listening, worry, difficulties detecting signals, loss of focus, running into an unfamiliar term, loss of concentration, and listening without a transcript.

#### k. Understanding a lot of new knowledge quickly is challenging.

According to survey data, one of the students' listening comprehension issues is an unfamiliar topic. 27 students consented to the issue. According to the student's responses, many students have trouble listening to unexpected topics. It indicates that learner builds their understanding through their personal experiences. Many students do not understand any of the terminology associated with the economy because there have been discussions and dialogue on topics other than economics at times. They could be impacted by the issues since they do not read about them. Reading and listening were required to broaden their lexical knowledge.

### **4.5.2 Finding in the classroom**

When the researcher inquired about the findings from the classroom, half of the students reported that English classes occasionally use Bangla as well as English. Whatever the teachers do in the class are grammatical rules. The research also found out the class is taken in English and they asked to speak in English but some students are not fluent in English they feel shy sometimes since they cannot speak in English which is why they do not tell the teachers if they are having the problem if the teacher translates the lecture in Bangla later it will be easier for some students to catch the lesson. The results of this study have effects on educators. In this study, every teacher made a statement—explicit or otherwise—underlining the significance of using listening techniques to help students improve their listening abilities.

Although some respondents thought that developing effective listening skills could not be feasible without acquiring suitable listening strategies, the majority of participants said that doing so would unquestionably speed up the process. In other words, learners shouldn't be viewed as independent listeners who are in charge of their development. Although the extensive listening practice is advantageous for students (Metruk, 2018; Renandya & Jacobs, 2016), if we assume that students will improve their listening skills on their own, we run the risk of overlooking the important role that teachers play in scaffolding students to achieve much more than they can on their own. Therefore, it must be beneficial to allocate some class time to educating students about these techniques and directing them on how to listen to a text. The

results also assist new EFL teachers in becoming familiar with more seasoned EFL teachers' perspectives on the listening challenges faced by EFL students.

#### **4.5.3 Use of technology**

Another part of the class is the use of technology. This is very important because in every class there should be multimedia facilities. Some students said there are facilities like this but it is used only once a month. Whenever the teachers want to show any videos only at that time do we get to see that if we want to see that video any other time we do not have access? This is why there is lacking students not having such facilities. Each class is about 40-45 minutes the teachers cannot cover everything within this time which also affects the students.

#### **4.5.4 Advice on the duties of teachers and effective teaching methods**

Additionally, students discussed what the professors should do to improve the effectiveness of the class. If the teachers set up a solution class, it would be highly beneficial for the students as they would know what they should work on improving. Another idea was given to give less homework and make them practice more in class. Some of the students said that the teachers give a lot of homework which becomes pressure on them they cannot even finish the whole exercise if less homework's given it is easy for them. They think the teachers should motivate them instead of demotivating them. Some of them said if the teachers make the lecture interesting the students will be interested to learn. Lastly, the students said if the teacher suggests they read more story books all types of, essays samples, and watch English movies it will help them to learn English better.

Not to mention, the affective advantage deals with those awkward early learning phases when the students are unable to generate the language. The core premise is to build learners' confidence by focusing on listening as a receptive skill rather than pressuring them to generate output. These explanations support the recent surge in interest in listening comprehension. Researchers now agree that this talent plays a significant part in how students learn and that any barriers to students' understanding of the information should be carefully looked into and removed. This assertion is supported by the numerous types of researches on listening issues that have been done in recent years (e.g., Anderson, 1995; Goh, 2000; Vandergrift, 2011).

The teachers should take tests after every topic is done so that he or they will have an idea about which students are lacking where and on which topic. Another student said they should be given access to multimedia facilities if they cannot find a teacher they can get help through them. Another important skill is listening, although few teachers appear to have adopted trimming teaching strategies. It needs creative teaching abilities to listen. However, when



alternative solutions were evaluated, it became apparent that using drama techniques, teaching students the value of listening, teaching them the advantages of knowledge, creating environments that support the development of empathy in students, and teaching students the value of knowledge are noteworthy solution suggestions. In keeping with this idea, Bayram (2019) provided several recommendations for students to help them overcome their listening challenges, including getting in shape for listening practice, taking notes while listening, and making eye contact with the speaker.

Otherwise, students can find it monotonous and dull. According to students, they were not given enough opportunities to use their listening abilities. Additionally, they do not have enough opportunities to practice in class. To order to create a conducive listening atmosphere, a student must actively participate in question-and-answer sessions in class on their own rather than only following the lead of the other student groups. Students learning processes tremendously benefit from creativity. Teachers generally agree that creative learning is essential for a student's development. However, when this was brought up, students said that they did not have enough access to creative and imaginative objects. Additionally, the majority of them lack the necessary experience in creative subjects. It is suggested that they study adequate creative skills to order to enhance their capacity to instruct students.

#### **4.5 The result of the teacher's interview:**

According to Alam and Sinha (2009), listening skills are not taught to Bangladeshi students at the secondary and higher secondary levels of education. In this situation, it is problematic to teach students in their native context at the start of their secondary study.

Five teachers were selected to complete the teacher's interview part. They are all engaged as English teachers at their respective schools. Since this is a qualitative study where I made a semi-structured question to ask the teacher through a normal conversation I collected all the information I needed.

The qualitative data gathered from the responses to the interview questions for instructors revealed that the majority of them had minimal expertise in both teaching and evaluating English listening. The teachers made a conscious effort to train and assess the listening skills of their students. One of the exercises involved speaking out loud, paying attention to the teacher's remarks and questions, and loudly hearing the instructor read a piece aloud.

Teachers were found to be open to introducing the concepts and methods for teaching and evaluating listening skills in their English lessons, but they were also significantly impacted by the constraints and difficulties they faced. They encountered several challenges and limitations, such as the absence of teacher training programmers, a lack of materials and tools for

the teaching and assessment of speaking and listening skills, and a lack of contact hours to allow for adequate listening practice. Furthermore, it is critical to keep in mind that, as suggested by some teachers' comments and the researcher's rough estimation of teachers' English listening and speaking skills, much more focus should be placed on improving teachers' communicative English skills and raising their awareness of how the curriculum is being implemented. When I discussed the teacher's backgrounds there are two teachers among those 5 teachers who graduated from different institutions and subjects and have nothing to do with the English language. This should be acknowledged because if they are from different backgrounds they will not be able to teach English very well.

Because effective learning at the tertiary level heavily relies on students' capacity to articulate their questions or queries during the interaction in class, teachers' discontent with the existing level of spoken English competency is concerning. It is possible that they will not get the chance to learn from classroom interaction if they are unable to express their ideas and thoughts. Oliver et al. (2012) also reinforce the teachers' belief that students should have enough spoken proficiency (IELTS band score 6 or above), as, without it, they will find it difficult to attain the courses' intended learning outcomes, which are frequently negotiated through classroom debate.

Another difficulty teacher faces while taking a class is class management as there are many in one it is difficult to manage and it's become a barrier for the teacher. As a result, a teacher gives feedback more than the students. The participants most commonly mentioned big class sizes as a significant issue that impedes students' advancement in spoken English. According to the participants, when students attend spoken English sessions in large classrooms, they receive the bare minimum of individualized attention, while teachers work extremely hard to manage classes with a high number of pupils. Several kinds of research conducted in Bangladesh and elsewhere support this conclusion. For instance, in their studies carried out in China and Indonesia, Chen and Goh (2011), Musliadi (2016), and Nuraini (2016) discovered that big class numbers hindered students' growth in spoken English. In their recent study, Seraj et al. (2021) also pointed to big class sizes as a hindrance to the development of spoken English.

The alternatives are displayed together with participation and the number of participants along with students from Bangla medium chose that Bangla medium schools mainly focused on grammar and rules as in board exams most of the exams in English included grammatical questions. Students chose that their school focus on memorizing vocabulary and meaning because in language learning students have to know an enormous amount of vocabulary. School focused on basic learning and actual understanding of chapters but the percentage is less than the other options. As a result, they are fluent communicators and are unaware of how to utilize English in everyday situations.

#### **4.5.1 Teachers need to pause:**

Another factor thought to contribute to listening issues is the absence of pauses. According to the results, 31 students chose to participate while just 6 students declined. When the speaker does not pause for a sufficient amount of time, many students find it challenging to grasp the listening material. Their listening comprehension suffers as a result of their improper understanding.

#### **4.5.2 Classroom language:**

When questioned about their preferred language for instruction, teachers gave conflicting responses. Two of them, who attended schools, responded that they preferred learning English in a mix of Bangla and English rather than just English or just Bangla. The only teacher who responded preferred to take English classes in English, He claimed that since he will be teaching English, it will be advantageous for the students if the class is conducted in English. The other two teachers responded that they are at ease teaching in Bangla. They claimed that because the students' English ability is below the required level for their class, they won't be able to grasp the lectures if they are given in pure English. One of them further stated that because the teacher was from a different background, it would be difficult for them as well to take English classes. Başkan and Deniz (2015) reminded us that students' capacity to listen to the course is negatively impacted by the physical shortcomings of the classroom and the noisy atmosphere. According to KerayDinçel (2018), one of the most important hearing issues is noise brought on by the surroundings.

#### **4.5.3 Proficiency and problems:**

The competency levels of the students and the difficulties they encountered were also discussed with the teachers. According to three teachers from schools, the majority of their students' English proficiency is between elementary high and intermediate low level. A few students, while not frequently, even reach intermediate mid-level. It varies from student to student. Both of them asserted that students on rolls one through sixteen possessed competence levels ranging from novice high to slightly intermediate low, but that students on rolls seventeen and beyond lacked this competency. Every responder agreed that having peers who speak English in class can be difficult.

According to Kurita (2012), students typically struggle to comprehend spoken texts due to poor listening habits. To him, teaching listening entails assisting and modeling for students how to transform their listening practices or habits into more productive ones. A language teacher's first responsibility in the classroom is to foster a welcoming environment where learning may occur. It encourages learners to be inspired to learn. This is the teaching profession's social and emotional side. The second responsibility is to impart knowledge to students through a variety of

techniques, including drills, peer work, group projects, listening workshops, listening lab exercises, task-oriented listening, weekly movie presentations, and so forth.

The high level of instructors' competence in EFL situations was noted by Wilden and Porsche (2017), as well as Enever (2014). They contend that teachers with high proficiency can provide students with high-quality information, whereas teachers with low proficiency may become anxious, which could eventually alter how they manage the class. They discussed the various difficulties they have with this topic. One of the instructors explained that because each student's level of ability varies, it is difficult for the teacher to choose which language to teach the lesson in. Teachers were advised not to conduct the entire class in English because the less proficient students would not comprehend the material well and would find it difficult to follow. Two of the teachers acknowledged that creating stories and teaching writing composition are challenging in their classes. They claimed that because each student has a different level of proficiency, it might be challenging for the teacher to grade scripts and establish standards for marking.

According to one of the professors, some students with higher proficiency grasp the lecture the first time they hear it, while some students with lesser proficiency still do not understand the lecture despite numerous explanations. They explained that because they must complete the curriculum on time as well, they are unable to pay extra attention to the weaker students with proficiency. Second, contradictory results came from the data about the impact of teaching strategies on learning spoken English. The students' explicit linguistic difficulties, including issues with the tense system, singular/plural pronouns, English articles, passive sentences, pronunciation, and lexical resources, were noted by the teachers.

To assist students with basic linguistic issues, they not only employ the CLT methodology but also grammar translation and audio-lingual techniques. Past research by Mangubhai et al. (2007), Paul and Liu (2018), Farooqui (2007), IbnaSeraj and Habil (2021), and Seraj et al. all contain this finding (2021). The issue with these conventional approaches to teaching spoken English (grammar translation and the audio-lingual technique) is that they focus on language as discrete, decontextualized chunks. As a result, there are very few opportunities for students to practice their discourse-level communication skills. However, instructors' use of CLT is probably hampered by their ignorance of the CLT methodology. According to the students, they hardly ever observe their teachers using real English in the classroom. The language used by teachers seems to be excessively stiff for spoken English. Teachers appear to lack proficiency in spoken vocabulary and grammar (Hilliard, 2014; LeBarton et al, 2015). The teachers will not be able to use the CLT principles if they lack the necessary literacy in the CLT method (Jacobs & Farrell, 2003).

#### **4.5.4 Use of Technology:**

When asked if they use multimedia and technology in their classes, the participating teachers offered the following experiences. Schools provided the affirmative response that they occasionally use multimedia in the classroom. They claimed they only utilize multimedia once a month, sometimes even less seldom, because of how time-consuming it is.

#### **4.5.5 Ideas for Increasing the Effectiveness of Classes:**

The participating teachers were also asked by the researcher for their suggestions on how to make the lesson more engaging and effective. The majority of them replied that there was not enough time for proper explanations of each topic in class. They said that the majority of their classes last 35 to 40 minutes, which is insufficient for setting up an interactive class and completing the course. One of them noted that the course schedule should be condensed because it forced them to teach multiple topics in a single class, which resulted in rushing through some lessons without providing enough explanations. Another teacher advised students to remain calm and patient in class because it is difficult for the teacher to finish the topics in the allotted time if he or she spends too much time managing the class. Additionally, he said that because the teacher does not get extra time, the students must pay close attention to comprehend the material. An instructor remarked that students' competency is a long process rather than something that happens suddenly or in just one class. He asserts that things would start to improve if the government increases training for teachers at all levels of education, from elementary to higher secondary.

## Chapter 5: Conclusion & Recommendation

This chapter discusses the overall research, suggestions, and conclusion. The suggestions are based on the information collected from the researcher, interviews with teachers and students, and classroom observations. Findings show that Bangladeshi students at all levels primarily struggle with listening skills, highlighting how their low proficiency makes it difficult for them to understand the language. Since they have never practiced formal listening (Bhattacharjee, 2008).

The findings show that the majority of the assessed schools frequently teach English classes in Bangla or, to a lesser extent, a combined Bangla-English language. During the interview, it became clear from the students; facial expressions that they were indifferent to and terrified of the subject of English. If the subject sounds intriguing to them, relatively few students like their English Sessions. The majority of students struggle with grammatical principles, which shows that this issue may have been averted if they had a stronger foundation in earlier courses. The fact that students claim that teachers yell at them for asking questions demonstrates both how unresponsive teachers are to their concerns and how unwelcoming and closed-off the learning environment is. According to the comments, students' basic shortcomings in earlier classes are the reason they are unable to follow the lecture, the teacher's fluency, or the teacher's speed.

The majority of respondents claimed that they struggled the most with language-related issues and that they had to study grammatical rules like mathematical formulas. With the results of his study, Bayram (2019) reaffirmed that being vague and uninterested in the texts are notable sources of listening issues. According to Emirolu (2013), aspiring instructors have voiced concerns about things like listeners not engaging with the material and lack of enthusiasm. The flaws found in the listening materials used in this investigation and the results of previous experiments are consistent. When problem-solving strategies for using listening materials were investigated, it became obvious that incorporating themes that students are interested in, using texts with useful information in real-life situations, and teaching the students about the benefits of the topic they listen to are key codes. Alternative recommendations from teachers on how to approach this problem include connecting the subject to daily life, showing interest in the book, and engaging in various activities relating to the subject.

These are the causes of their anxiety over grammar-related issues, and it is not simply the students' fault; it is also the fault of inefficient teaching that covers many topics in a single lesson without providing adequate reasoning and context. According to Graham (2006), other variables like limited vocabulary, subpar grammar, and incorrect interpretations of listening tasks can exacerbate learners' difficulties with listening comprehension. According to Seferoglu and Uzakgoren, there may be additional hearing comprehension issues related to the sort of listening

materials (2004). Researchers found that teachers do not give their children listening instruction and that listening is not a very significant skill. Examining how instructors approach problem-solving reveals that having students engage in active listening, participate in listening activities that encourage empathy, and comprehend the Educational The most popular methods for settling issues involve paying close attention as you listen and speaking to each student separately. Due to the pressure to finish a lengthy syllabus in a short period, several topics are covered in a single class, which leads learners to combine the disciplines.

Since they have taken English classes that are based on the GTM technique since they were young kids, they prefer combined English-Bangla language education, which suggests that they are used to the Grammar Translation Approach. The findings of KerayDinçel (2018) include many recommendations, including a dearth of listening texts and interest in listening activities when resolving conflicts. In a similar vein, Hasan (2000) asserted that tedious exercises would not aid students in improving their listening comprehension skills. These findings suggest that engaging students in classroom activities that encourage them to focus on the overarching idea rather than on particular words would aid in their comprehension of the text.

According to the findings, none of the school's multimedia tools are used as frequently. The school management does not intend to use multimedia to simplify and make English classes more interesting for the students. They keep it shut instead. It is evident from the teacher's response that due to the constrained class time and extensive syllabus, teachers are unable to give the students with lower competence levels and learning difficulties greater attention. Teachers have a tough time establishing criteria for assessing the scripts because of the diversity and low English competence of the student. However, as additional options were considered, it became evident that employing theatre tactics, establishing surroundings that encourage students to develop empathy, helping students recognize the value of information, and emphasizing the necessity of listening were all noteworthy solution ideas.

It is advised that EFL teachers pay particular attention to teaching and listening to their students in light of the above conclusions and discussions because this talent is underestimated in our country from the very beginning of students' teaching careers. Since no skill should be taught in isolation, teachers can mix teaching listening with teaching other abilities to the ultimate advantage of their student

The findings may lead to the recommendation that efficient and effective English language courses be provided to help the students develop their listening skills. The following are some pointers for teaching students to listen effectively:

Briefly, we recommend the following ideas for the Bangladeshi context:

1. To make learning pleasurable, instructors need to create effective materials, and in this regard, teachers require some preparation skills.

2. Teachers should get training in language instruction, and the syllabus should include listening skills.
3. Teachers must mentally prepare themselves to teach listening exercises under the limits that are in place.
4. The use of resources should be based on the level of the learner, and they should be given the chance to interact with the materials using their prior knowledge.
5. The learners' curiosity and attention should be attracted to get them involved in the listening exercises.



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