



Indexed in NepJOL  
JPPS Star-Rated Journal

Journal of NELTA Gandaki (JoNG)  
(A Peer-Reviewed Open Access Research Journal)  
ISSN: 2676-1041 [Print] E-ISSN 2822-1559 [Online]  
Vol. VII Issue (1-2) October, 2024, pp. 56-66  
eJournal site: [www.nelta.org.np/page/gandaki](http://www.nelta.org.np/page/gandaki)

## Teachers' Perspectives on Teaching Listening Skills in Secondary Level English Language Classes

*Dinesh Panthee*

### Abstract

Language proficiency involves mastering four language skills: listening, speaking, reading, and writing. Listening is one of the most essential and intimate skills in teaching and learning English. The purpose of the study was to explore ELT teachers' perspectives of secondary-level English language teachers on teaching listening skills. The study tried to explore the provisions and practices of teaching English listening skills in the secondary school curriculum in Nepal. It was basic qualitative research that used in-depth interviews and document study methods to collect the data. The participants of the study were three secondary-level ELT teachers from three schools in Sainamaina Municipality. Thematic discursive analysis was used in the analysis of the data. The finding of this study revealed that proficient listening contributes to the development of positive relationships, encourages confidence, facilitates meaningful communication, and improves problem-solving skills. Non-techno-friendly classrooms, untrained teachers, and the predominant use of the mother tongue were major challenges in teaching English in community schools in Nepal. The study focused on the need to improve the technological infrastructure in schools. This could involve

### Article History:

Submitted: 21 March 2024

Reviewed: 25 June 2024

Accepted: 2 August 2024

Corresponding Author:

Dinesh Panthi

Email: [pantheedinu@gmail.com](mailto:pantheedinu@gmail.com)

Article DOI: <https://doi.org/10.3126/jong.v7i1-2.70185>

Copyright information:

Copyright 2024 Author/s and Nepal

English Language Teachers'

Association, Gandaki Province

This work is licensed under a Creative

Commons Attribution- Non-

Commercial 4.0 International License



Publisher

Nepal English Language Teachers'

Association Gandaki Province,

Pokhara, Nepal

Email: [neltagandaki2018@gmail.com](mailto:neltagandaki2018@gmail.com)

URL: [www.nelta.org.np/page/gandaki](http://www.nelta.org.np/page/gandaki)

integrating audio-visual aids and other technology-enhanced learning tools to facilitate better listening practices.

**Keywords:** ELT, language proficiency, listening skill, listening comprehension, teachers' perception

### Introduction

The four language skills (listening, speaking, reading, and writing) are essential components of language proficiency. Listening is the ability to understand spoken language. It involves hearing and comprehending the words, phrases, and meanings conveyed by the speaker. Listening is one of the most fundamental and inseparable skills in both teaching and learning English. It plays a crucial role in language acquisition, especially for foreign language learners. Listening allows learners to understand spoken language, which is essential for communication in real-life situations.

Listening is an interpretive process and a way of learning a language (Richards, 2008). By developing good listening skills, learners can comprehend conversations, lectures, instructions, and other forms of oral communication. So, teaching listening is a critical dimension of language learning

(Anderson & Lynch, 1988, Osada, 2004). Regular exposure to spoken English helps learners understand the correct sounds and rhythms of the language, enabling them to produce more accurate and natural speech (Graham, 2006). So, teaching listening strategies to second language learners is essential because it enhances their listening comprehension skills, promotes effective communication, aids in language acquisition, and cultivates cultural understanding (Krivosheyeva, Zuparova & Shodiyeva, 2020). Teaching listening skills is crucial for second language learners as it exposes them to authentic language, enhances comprehension abilities, improves communication effectiveness, aids in vocabulary and grammar acquisition, fosters cultural and sociolinguistic awareness, develops critical thinking skills, and boosts confidence and motivation (Nunan & Miller, 1995). Teaching listening skills plays a vital role in effective communication, comprehension, language acquisition, cultural understanding, critical thinking, professional success, personal development, and overall well-being of second language learners.

Listening skills play a crucial role in the effective teaching and learning of English. Respecting the vital role of listening there has been the inclusion of listening activities since the implementation National Educational System Plan (1971 - 1974). The National Curriculum Framework (2019) emphasises the importance of developing listening skills among students as an essential component of language learning. The National Curriculum Framework (2019) incorporates listening activities within the language subjects, such as Nepali, English, and other optional foreign languages. These subjects usually have dedicated sections or units focusing on listening comprehension. The curriculum emphasizes the teaching of various listening strategies to help students become active listeners and develop a range of listening resources, such as audio recordings, videos, dialogues, speeches, and interviews The National Curriculum Framework (2019). However, secondary schools in Nepal face significant challenges in developing and enhancing listening skills among students. The existing teaching methodologies and strategies employed in secondary schools may not adequately address the specific needs and learning preferences of students about listening skills. Despite the recognised importance of listening skills in language learning, there is a lack of comprehensive strategies and approaches tailored specifically for teaching listening skills in secondary schools in Nepal. The current teaching practices may not effectively engage students, promote active listening, and address individual learning differences.

However, realising the importance of listening skills for language learning, it has now been integrated with other language skills in the course in the recent past. The curriculum in Nepal emphasises the development of listening skills as part of the overall language-learning process. The curricular goal of teaching listening in classes 9 and 10 is to ensure that by the end of Grade 10, students can listen to and respond to a variety of spoken English with reasonable accuracy, fluency, and coherence, and understand the main points and extract essential information from clear standard speech Curriculum Development Center (2021). Although it is included in the curriculum, it has not been considered seriously by the concerned stakeholders. Neither teachers nor students pay attention to listening skills because of limited access to technology and audiovisual resources, large class sizes, limited exposure to English outside the classroom, and a lack of professional development opportunities for teachers. Because of these limitations in teaching listening skills, our students are weak in English in our schools. The existing research on language teaching in Nepal focuses on broader aspects of language skills, such as speaking and writing. I felt the research gap in specifically addressing the teaching and learning of listening skills. Therefore, I felt the necessity for a study that specifically investigates perspectives on teaching listening skills in secondary-level English language classes in Nepal.

This research served as the pilot study for my PhD study. This research tried to identify the key challenges and explore effective strategies for teaching listening skills in secondary schools in Nepal, ultimately bridging the gap between existing practices and optimal methodologies. By focusing on strategies for teaching listening skills, this research acknowledged the significance of this skill in the educational context and aims to enhance its instruction in secondary schools in Nepal. The study specifically targeted secondary school classes 9 and 10 in Nepal, recognizing the importance of considering the unique cultural, linguistic, and educational factors that influence teaching and learning practices in this context. By exploring strategies within the Nepalese context, the research offers practical insights and recommendations tailored to the needs of local schools and students. By shedding light on the existing difficulties of teaching listening, the study can help inform policy, curriculum development, and professional development initiatives to improve listening skills instruction in secondary schools. This study intended to identify the challenges and problems faced by teachers in the process of teaching listening skills to students in Grades 9 and 10 at the secondary level. So given the importance of listening skills, this study sought to explore the specific instructional activities employed by teachers in the teaching of listening skills in English to students in Grades 9 and 10 at the secondary level of Nepal. This research aimed to provide valuable insights into the current practices of teaching listening skills in English language classes at the secondary level in Nepal. This study was based on the following research questions:

- i. To what extent do the provisions and practice of teaching English listening skills in secondary school curriculum in Nepal differ?
- ii. What instructional activities do the teachers conduct when teaching listening skills in English at the secondary level (Grades 9 and 10)?
- iii. What difficulties do teachers encounter while teaching listening skills in English to students in Grades 9 and 10 at the secondary level?
- iv. How do secondary school teachers perceive their role in teaching listening skills?

### **Literature Review**

Listening is the process of receiving and understanding spoken language. Teaching listening is the process of developing and improving a person's ability to understand and comprehend spoken language.

#### **Listening as Language Skills**

Listening is a fundamental language skill that is essential for effective communication. It is the primary way that language learners are exposed to the new language. Brown (2006) states that listening in a second language is a hard job and a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Development of listening skills is significant for second language learning (Kajiura, et al., 2021). Listening is an essential element of active communication. Richards (2008) considers listening from two different perspectives: listening as comprehension and listening as acquisition. The first perspective assumes that the main function of listening in second language learning is to facilitate understanding of spoken discourse. The second perspective considers how listening can provide input that triggers the further development of second-language proficiency (Richards, 2008). By developing listening skills, students can better understand spoken English, enabling them to engage in meaningful conversations with others. Strong listening skills also enhance their ability to comprehend various accents, intonations, and speech patterns, which are valuable in a globalised world. Listening plays a dynamic role, particularly in learning a language

for communicative purposes, as it helps the language learner to obtain pronunciation, word stress, vocabulary, and syntax and the comprehension of messages conveyed can be based solely on tone of voice, pitch and accent (Renukadevi, 2014). Engaging in listening activities adds variety and interest to language learning.

Rost (2013) presents four perspectives of listening: receptive, constructive, collaborative, and transformative. Receptive listening is about understanding the speaker's message, constructive listening is about understanding the speaker's thoughts and intentions, collaborative listening is about negotiating shared meaning, and transformative listening is about being open to being changed by the communication process Rost (2013).

Listening is a fundamental language skill indispensable for effective communication and second language acquisition. The complexity of listening in a second language underscores its challenging nature, emphasising the value of activating prior knowledge to aid comprehension. The development of listening skills emerges as a pivotal aspect of second language learning, contributing not only to comprehension but also to active communication. The dual perspectives of listening as comprehension and acquisition, as well as the dynamic role it plays in language learning, emphasise its multifaceted nature.

### **Teaching English Listening**

Listening in English as a second and foreign language is vital for fostering effective communication, language acquisition, comprehension skills, cultural awareness, real-life application, test preparation, and an enhanced learning experience. By developing strong listening skills, students in Nepal can improve their overall English proficiency and confidently engage with the global community. Listening is important in the language classroom because it provides input for the learner and through listening students receive information and gain insights (Yildirim & Yildirim, 2016). By emphasising listening skills in ELT, students can better navigate real-life situations where English is spoken, such as education, travel, work and media. Shariyevna and Israilova, (2020) state listening as the medium through which students increase a large proportion of their education, information, understanding of the world and human affairs, ideas, and sense of values. Sabina, (2018) believes that it is important for learners to have the chance to practice listening to English in real-world settings to improve their English skills.

Enhancing listening skills in English language teaching in Nepal is essential for a holistic language education. Beyond facilitating effective communication and language acquisition, strong listening skills contribute to cultural awareness, real-life applicability, and improved performance in various contexts, including testing and global engagement. Emphasizing listening in English Language Teaching not only equips students with practical language skills but also empowers them to navigate diverse real-world situations, fostering a comprehensive and enriched learning experience.

### **Provisions and Practices of Teaching Listening in Secondary Level Education in Nepal**

Listening is a fundamental skill that enables students to understand spoken language, which is essential for communication and learning. The listening-first approach is a sound and effective way to learn a new language (Stephen, 2014). By focusing on listening comprehension, learners can develop a strong foundation for developing other language skills. The English curriculum for secondary-level education in Nepal is based on the communicative approach to language teaching, which emphasises the development of all four language skills, including listening. The curriculum and syllabus in Nepal typically include listening comprehension as a part of the language education program. The National Curriculum Framework (2019) outlines the general objectives and guidelines for teaching listening

skills. Curriculum Development Center (2021) formulated the learning outcomes of teaching listening for the grades of 9 and 10. The intended outcomes of teaching listening to grade 9 are to understand listening text meaning, following standard talks, speeches, news bulletins, and instructions, and following multi-step instructions and detailed directions to comprehend and respond to textual (Curriculum Development Center, 2021). In the same way, the intended outcomes of grade 10 are to understand listening texts, follow standard talks, speeches, and extended discussion points, extract specific information from spoken English, identify main ideas from audio materials, and follow multi-step instructions and detailed directions (Curriculum Development Center, 2021).

Recognising listening as an essential skill crucial for communication and learning, the review emphasized the effectiveness of a listening-first approach in language acquisition. In the context of Nepal's secondary-level English curriculum, the emphasis on the communicative approach aligns with the recognition of listening as a vital language skill. The inclusion of listening comprehension in the curriculum, guided by the National Curriculum Framework and specific learning outcomes for grades 9 and 10, illustrates a comprehensive strategy aimed at developing students' ability to understand, interpret, and respond to spoken English across various contexts.

However, many schools lack adequate audio-visual equipment and resources, which can make it difficult for teachers to implement the curriculum effectively. Teachers in Nepal are also increasingly using authentic materials, such as songs, movies, and news broadcasts, to teach listening skills. Authentic materials provide students with exposure to real-world English and help them develop the skills they need to communicate effectively in a variety of contexts. Teaching listening skills in secondary-level education in Nepal requires a combination of effective pedagogical strategies, resources, and professional development for educators. It is an essential component of language education and plays a significant role in helping students become proficient in both understanding and speaking the language.

### **Methodology**

I applied the basic qualitative research which views reality as subjective and socially constructed, meaning that people create their understanding of the world through their interactions with others (Merriam & Tisdell 2015). I used in-depth interviews, observation and document study methods to collect the data. I assumed that meanings and understandings that develop socially and experientially intersubjective construct reality (Merriam, 2009). I used a basic qualitative research design for this study because it entails inquiring with participants about their personal experiences and how they perceive events in their lives (Austin, & Sutton, 2014). It also sought to understand how people construct meaning and give significance to their lives. Basic qualitative research focuses on exploring how individuals interpret their experiences, how they shape their perceptions of the world and the significance they assign to these experiences (Merriam & Tisdell 2015). Basic qualitative research aims to explore and comprehend people's interpretations of their experiences and the world around them (Austin, & Sutton, 2014). This approach allows researchers to gain a deeper understanding of what it's like to step into another person's shoes and grasp the world through their unique perspective.

I selected three secondary schools from the Sainamaina Municipality of Rupandehi which lies in the semi-urban territory of Rupandehi district in Lumbini, Province. Then I also selected three secondary-level ELT teachers from the selected schools purposively. The guideline questions related to the topic were the primary research tools for this study. I applied different qualitative research tools for the collection of the data like in-depth interviews and document study.

Thematic discursive analysis (Braun & Clarke 2006) was used in the analysis of the data based on in-depth interviews, all interviews were first audio-recorded by the researcher after obtaining the informants' permission. Secondly, data were transcribed for the analysis process. Thirdly, content analysis was utilised based on the assigned codes in the text. Finally, the main themes were defined in terms of the codes given. I used multiple sources of data for triangulation and cross-checking the findings and increasing the validity of the results. The revision activities were done with the government documents, participants' engagement, and students' perception of new strategies.

### **Results and Discussion**

The study sought to provide an in-depth analysis of the current state of listening skills instruction within the secondary school curriculum, focusing on Grades 9 and 10. This section presents the findings of the analysis of the information collected from the participants. Similarly, I have discussed the results associated with literature in various contexts to verify my research findings.

#### **Teachers' Perception of Teaching Listening Skills**

Teachers' perceptions of teaching listening skills play a significant role in shaping the effectiveness of listening instruction. Listening skills are crucial for nurturing positive relationships and boosting students' confidence. They are integral to shaping the nature and quality of listening instruction and consequently the learning experiences of their students. Good listening fosters meaningful communication and effective problem-solving by enabling individuals to accurately comprehend the speaker's message and respond thoughtfully.

Concerning the perception of listening participant P1 shared

In my view, listening skill is a basic, primary, and fundamental skill of communication as we cannot detach other skills ignoring listening skills. Listening skills are before developing other skills as no listening so no speaking. In my opinion, listening skills are a must because it builds relationships and develops confidence in students. It helps in meaningful communication and problem-solving. It enhances productivity in using the English language without proper listening students can't develop their comprehension of language (Interview Transcription P1).

The data stresses the significance of listening skills in fostering positive relationships and building confidence in students. When individuals feel genuinely heard and understood, it strengthens connections and enhances self-assurance. Additionally, effective listening promotes meaningful communication and problem-solving, as it allows individuals to grasp the speaker's message accurately and respond thoughtfully. Teachers play a crucial role in guiding learners through the process of teaching and learning listening, enabling them to accomplish more than they would independently (Nushi & Orouji, 2020). In this regard, Participant p2 stated

Listening plays a vital role in our academic context and daily life. Without listening neither the students can understand properly nor, can they do the required tasks. Listening is a road to other skills (Interview transcription P2).

The quotation emphasizes the crucial role of listening in both academic and daily life settings. It highlights that effective listening is essential for students to grasp concepts, comprehend instructions, and complete assignments successfully. Without strong listening skills, students face challenges in understanding information, participating effectively in discussions, and achieving academic success. Participant P3 further underscored his perception of listening as a foundation for developing other skills. He stated that

*Listening has an important role both in daily life and in academic contexts. It is a crucial thing for effective communication. Listening has its importance in the communication of development of communicative and cognitive skills and exposes students to a wide range of vocabulary, and correct grammar usage. If a student's listening ability is good, she/he can comprehend the lectures by the teachers and can improve his/her education (Interview Transcription P3).*

This data takes listening as a fundamental skill that plays a crucial role in both daily interactions and academic pursuits. It is essential for effective communication and contributes significantly to the development of communicative and cognitive abilities. Proficient listening also enhances vocabulary acquisition and strengthens grammar usage. In the classroom, strong listening skills enable students to comprehend lectures more effectively, enriching the overall educational experience.

### **Curriculum Provisions and Teaching Practices for Teaching Listening Skills**

The current English curriculum for the secondary level is designed to teach English through a communicative approach to language teaching. It includes four language skills and functions. To enhance students' listening abilities, the textbook incorporates a dedicated listening lesson within each unit (Curriculum Development Center, 2017). The English curriculum for the secondary level in Nepal prioritizes developing students' communicative abilities which implies that the curriculum follows a communicative approach to language instruction. Despite its significance, listening skill training has been overlooked in practice, receiving less attention than other language teaching skills. In his study, Ghimire (2019) claimed that listening skills are a neglected skill in our school education. Consequently, teachers at this level are responsible for teaching listening skills according to the curriculum's goals. In this concern, participant P1 stated,

In the Secondary level (9 and 10) curriculum, teaching listening has been neglected though it has been given due focus. In the English curriculum six learning outcomes have been listed in each grade for listening skills. Along with these eight marks have been separated to assess the listening competency of the students. Moreover, some activities like listening to audio clips, conversations, etc. have been pointed to develop listening skills among students. Besides, the listening skill is just emphasised to develop other skills in the present curriculum (Interview transcription P1).

The above data suggests that while the secondary level (9 and 10) curriculum emphasises developing students' listening skills, the implementation might not be providing the necessary attention to this aspect. Despite having six learning outcomes and eight assessment marks dedicated to listening, the curriculum's focus on using listening to enhance other skills like reading and writing might be overshadowing the development of listening skills as a standalone competency. A similar result was found in a study in Bangladesh as Patwary, (2019) found that the importance of listening skills is recognized in theory by secondary-level institutions in Bangladesh, but there is a lack of practical implementation in EFL classrooms. In this vein participant, P3 stated that

Listening is allocated under practical examination. It carries only eight marks. Listening activities are given at the end of the lesson through dialogue, drama, interviews, games, drills, and so on. However, it is given less importance in

teaching due to the impact of the examination system and the lack of devices used for it (Interview Transcription P3).

The data suggests that listening is not a major focus in the teaching of English as a foreign language (EFL) at the secondary level in Nepal. This is likely due to several factors, including the fact that listening is only worth eight marks on the practical examination, and the lack of devices used for teaching listening. As a result, listening activities are often given at the end of lessons, and are not given as much importance as other skills such as reading and writing. Participant P2 claimed that listening was neglected, and teaching-learning of English was only based on exams. She declared that the gap between provisions and practices of teaching listening at the secondary level. The teaching of listening is not prioritised in the secondary school curriculum of Nepal due to its lack of emphasis on examinations. This neglect is impaired by the scarcity of audio-visual equipment, the lack of technological integration in classrooms, the inadequate training and dedication of teachers, and the ineffective monitoring strategies implemented by concerned authorities (Ghimire, 2019). Listening is not a key emphasis in the teaching of English as a foreign language at the secondary level in Nepal.

#### **Activities for Teaching Listening Skills in English at the Secondary Level**

Teaching listening skills to secondary-level students requires engaging and interactive activities. Engaging listening lessons can be achieved through diverse interactive activities and authentic materials like English films, songs, stories, and media programs Ghimire (2019). Wah, (2019) presented different strategies for teaching and learning listening skills including cognitive strategies, metacognitive strategies, and socio-affective strategies. In this regard, participant P1 stated that

We can use various methods, and activities to teach listening skills. I deal with teaching listening skills with step-wise threefold activities pre-listening while listening and post-listening teaching sequence (Interview Transcription P1).

This data claimed that the step-wise three-fold activities pre-listening, while listening and post-listening teaching sequence is a structured approach to teaching listening that can be used to develop a wide range of listening skills. Pre-listening, while-listening, and post-listening exercises can be very effective in helping EFL learners improve their listening skills. This is because these activities provide learners with the opportunity to practice different aspects of listening skills. However, respondent P3 neglects to teach listening he stated

Listening activities in the class are more difficult than reading, speaking and writing activities. I provide very little time for listening activities because it is not given priority from the examination point of view, whenever I conduct activities to teach listening skills, I generally include exposure to the texts in the book's interactive activities, vocabulary and pronunciation, technology integration, etc. (Interview Transcription P3).

The data shows that listening activities are more difficult for students than reading, speaking, and writing activities. The teachers provide very little time for listening activities because they are not given priority from the examination point of view. However, the teachers apply interactive activities, vocabulary and pronunciation, and technology integration when conducting activities to teach listening skills. Ineffective teaching methods and a lack of engaging learning materials hinder students' ability to grasp listening skills and the use of unrealistic classes, an unsuitable learning environment, and the absence of supplementary materials contribute to these difficulties (Djabbarova, 2020). Students find



listening activities more challenging than reading, speaking, and writing. Due to a lack of priority in exams, teachers allocate minimal time to listening activities.

### **Issues and Challenges Experienced by Teachers While Teaching Listening**

Teachers face a variety of issues and challenges when teaching listening in Nepal. One of the participants P1 mentioned the problems and challenges of teaching listening in his class as

Teachers and students' ignorance of listening, difficulty in discriminating sounds and syllables, less priority and ignorance of listening Skills, lack of infrastructure like scientific and manageable language labs, low-level competencies of students in listening, Insufficient materials for teaching listening, students' less involvement in listening activities and inadequate proficiency of teachers as they skip listening (Interview Transcription P1).

The data suggests a multi-layered set of challenges, encompassing awareness, infrastructure, material availability, and proficiency levels among both teachers and students. Several issues contribute to the challenges of teaching listening in Nepal. These factors include a lack of awareness of the importance of listening skills, difficulty in discriminating sounds and syllables, a lack of emphasis on listening skills in the curriculum, a lack of infrastructure, low student proficiency, and a lack of teaching materials Rana & Rana, 2019; Ghimire, 2019). A similar result was found in Yogyakarta Indonesia, a study by Yasmine, (2019) found four challenges in teaching listening skills: media use, vocabulary learning, creating a conducive classroom environment, and correct pronunciation. While presenting issues and challenges of teaching listening at the secondary level participant P3 explained

English is taught as a subject, not as a language, less focus is given to teaching and testing of listening skills, lack of trained language teachers, classrooms are not techno-friendly, Teachers are not dedicated and trained to teach listening, students are not to learn listening skills and maximum use of mother tongue in community schools (Interview transcription P3).

The data reveal that teaching English as a subject, less emphasis on listening skills, lack of trained teachers, non-techno-friendly classrooms and maximum use of the mother tongue are key challenges of teaching listening at the secondary level. Effective listening instruction faces significant challenges, including teacher motivation, problem complexity, teaching method difficulty, and teacher expertise (Alrawashdeh, and Al-zayed, 2017; Karademir, & Gorgoz, 2019). In the same way (Nushi & Orouji, 2020) stated three main types of listening challenges: pronunciation-related, individual-related, and content-related. Teaching listening at the secondary level faces several challenges, including limited exposure to authentic material, lack of resources and infrastructure, inadequate teacher training, large class sizes, and a focus on grammar and vocabulary. Students also face challenges due to limited English proficiency, lack of listening strategies, low motivation, and inadequate curriculum and assessment practices. Sociocultural factors, such as the use of the mother tongue in the classroom and the cultural context of Nepal, can also influence students' engagement in listening activities.

### **Conclusion and Implications**

Listening is important in both academic and daily life contexts, contributing to communicative and cognitive skill development, exposure to vocabulary, and grammar usage. This research served as the pilot study for my PhD study which focused on the perspectives of teaching listening skills in secondary school classes 9 and 10 in Nepal. It examined the provisions and practices of teaching English listening skills within the secondary school curriculum. The study identified the instructional activities employed by teachers and the challenges they face in teaching listening skills to students in these grades. The research was based on a basic qualitative approach and was limited to three secondary-level English Language Teaching (ELT) teachers from three different schools in Sainamaina Municipality, Rupandehi district.

The study indicated that the current provisions and practices in the curriculum may not adequately support the development of listening skills. However, the existing teaching methodologies

and strategies in secondary schools may not adequately address the specific needs and preferences of students regarding listening skills. There is a lack of comprehensive strategies and approaches tailored specifically for teaching listening skills, leading to ineffective engagement, limited promotion of active listening, and insufficient consideration of individual learning differences. The study identified challenges of teaching listening as a deficiency in prioritizing listening skills in examinations, a scarcity of tools for teaching listening, insufficient emphasis on listening in the curriculum, a disconnect between prescribed curriculum content and actual teaching methods, inadequate training for teachers in instructing listening, the tendency to teach English as a subject rather than a language, and the prevalent use of the mother tongue in community schools.

There is a need for the development and implementation of targeted strategies for teaching listening at the secondary level. This requires a comprehensive approach that includes the provision of resources and a strong emphasis on professional development for teachers to address the challenges related to teaching and learning listening skills. It is crucial to enhance the importance of listening skills in regular teaching-learning activities and exams. It is necessary to provide authentic resources for teaching listening effectively. It is also essential to increase the focus on listening skills in the curriculum, convert the implementation of the curriculum into practical classroom methods, improve teacher preparation for teaching listening skills, change the teaching methodology to view English as a language rather than just a subject and encourages the use of English outside of the classroom.

#### Acknowledgements

This article is based on a pilot study for my PhD. at the Graduate School of Education, Tribhuvan University, Nepal. I express my deep gratitude to my research supervisor, Prof. Bal Mukunda Bhandari, PhD., for his insights and continuous support.

#### References

- Alrawashdeh, A. I., & Al-Zayed, N. N. (2017). Difficulties that English teachers encounter while teaching listening comprehension and their attitudes towards them. *English Language Teaching, 10*(5), 167-178.
- Anderson, A. & Lynch T. (1988). *Listening*. Oxford University Press
- Austin, Z., & Sutton, J. (2014). Qualitative research: Getting started. *The Canadian journal of hospital pharmacy, 67*(6), 436.
- Brown, S. (2006). *Teaching listening* (Vol. 5, No. 1, pp. 36-39). Cambridge University Press.
- Creswell, J. W., & Poth, C. N. (2013). Philosophical assumptions and interpretive frameworks. *Qualitative inquiry and research design: choosing among five approaches. Sage Publications*, 15-41.
- Curriculum Development Center, (2017). *National curriculum framework for school education in Nepal*. Curriculum Development Center.
- Curriculum Development Center, (2019). *National curriculum framework*. Curriculum Development Center Nepal.
- Curriculum Development Center, (2021). *Secondary school curriculum, class 9 and 10*. Curriculum Development Center Nepal.
- Djabbarova, F. O. (2020). Modern methods of teaching listening skills. *Science and Education, 1*(Special Issue 2), 67-71.
- Ghimire, N. (2019). Veracities of teaching listening in Nepal. *Journal of NELTA, 24*(1-2), 178-190.
- Graham, S. (2006). Listening comprehension: The learners' perspective. *System, 34*(2), 165-182.
- Kajiura, M., Jeong, H., Kawata, N. Y., Yu, S., Kinoshita, T., Kawashima, R., & Sugiura, M. (2021). Brain activity predicts future learning success in intensive second language listening training. *Brain and Language, 212*, 104839.

- Karademir, C. A., & Gorgoz, S. (2019). English teachers' problems encountered in teaching four basic language skills. *International Education Studies*, 12(4), 118-127.
- Krivoshveyeva, G., Zuparova, S., & Shodiyeva, N. (2020). An interactive way to further improve teaching listening skills. *Academic Research in Educational Sciences*, (3), 520-525.
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.
- Mertens, D. M. (2007). Transformative paradigm: Mixed methods and social justice. *Journal of mixed methods research*, 1(3), 212-225.
- Movva, S., Alapati, P. R., Veliventi, P., & Maithreyi, G. (2022). The effect of pre, while, and post listening activities on developing EFL students' listening skills. *Theory and Practice in Language Studies*, 12(8), 1500-1507.
- National Educational System Plan (1971 - 1974). *National education system plan (1971- 1975)*. Ministry of Education, HMG/ Nepal
- Nunan, D., & Miller, L. (1995). New ways of teaching listening. TESOL.
- Nushi, M., & Orouji, F. (2020). Investigating EFL teachers' views on listening difficulties among their learners: The case of Iranian context. *Sage Open*, 10(2), 2158244020917393.
- Omodan, B. I. (2020). The trajectory of transformative research as an inclusive qualitative research approach to social issues. *Multicultural Education*, 6(3).
- Osada, N. (2004). Listening comprehension research: A brief review of the past thirty years. *Dialogue*, 3(1), 53-66.
- Patwary, M. N. (2019). Teaching English listening skills at the secondary level in Bangladesh. *Crossings: A Journal of English Studies*, 10, 179-199.
- Rana, K., & Rana, K. (2019). Teaching and testing of English listening and speaking in secondary schools in Nepal: Pretend for praxis? *Journal of NELTA*, 24(1-2), 17-32.
- Renukadevi, D. (2014). The role of listening in language acquisition; the challenges & strategies in teaching listening. *International journal of education and information studies*, 4(1), 59-63.
- Richards, J. C. (2008). *Teaching listening and speaking* (Vol. 35, No. 4). Cambridge University Press.
- Rost, M. (2013). *Teaching and researching: Listening*. Routledge.
- Sabina, Z. (2018). The importance of teaching listening and speaking skills. *World Science*, 7(34), 52-55.
- Shariyevna, K., & Israilova, A. (2020). The importance of listening in foreign language learning. *The American Journal of Social Science and Education Innovations*, 2, 643-646.
- Stephen, H. (2014). The importance of teaching listening. *OIU journal of international studies*, 27(3), 97-110.
- Wah, N. N. (2019). Teaching listening skills to English as a foreign language student through effective strategies. *International Journal of Trend in Scientific Research and Development (IJTSRD)*, 3(6), 883-887.
- Yasmine, N. (2019). Challenges in teaching listening skills in private Islamic senior high school in Yogyakarta. *Research Repository*.
- Yildirim, S., & Yildirim, O. (2016). The importance of listening in language learning and listening comprehension problems experienced by language learners: A literature review. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 16(4), 2094-2110.

#### Author's Bio

**Dinesh Panthee** is an Assistant Professor at Sahid Narayan Pokhrel Ramapur Campus Rupandehi. He has completed an MPhil in English Education from GSE TU. He is currently a PhD scholar in English Education at GSE TU. His areas of interest include teacher professional development, teaching language skills, educational and social research, language policy and local curriculum, ICT in education, and textbook development.