

**A COMPARATIVE STUDY OF PRIVATE AND GOVERNMENT
SCHOOLS TEACHERS' PRACTICE OF TEACHING LISTENING
SKILLS: GRADE 8 STUDENTS AT SHAKISO TOWN IN FOCUS**

M.A. THESIS

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AUGUST, 2025

HARAMAYA UNIVERSITY, HARAMAYA

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Arts in Teaching English as a Foreign Language (TEFL)**

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As thesis advisors, we hereby certify that we have read and evaluated the thesis prepared under our guidance by Kali Gutema Gabisa, entitled “*A Comparative Study of Private and Government Schools Teachers’ Practice of Teaching Listening Skills: Grade 8 Students at Shakiso Town in Focus,*” and we recommend that it be accepted as fulfilling the requirements for the degree of Master of Arts in TEFL.

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Final approval and acceptance are contingent upon submission of the final copy to the Council of Graduate Studies (CGS) through the Department or School Graduate Committee (DGC/SGC).

DEDICATION

This thesis is dedicated to my beloved mother, Uργο Basha, whose passing during my studies could not silence the enduring presence of her spirit, love, and prayers, which have guided me to fulfill her dream through this achievement.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis, and compilation of this thesis. Any scholarly matter included in the thesis has been appropriately acknowledged through citation.

This thesis is submitted in partial fulfillment of the requirements for the degree of Master of Arts in Teaching English as a Foreign Language (TEFL) at Haramaya University. The thesis will be deposited in the Haramaya University Library and made available to borrowers under the rules of the Library. I solemnly declare that this thesis has not been submitted to any other institution for the award of any academic degree, diploma, or certificate.

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Kali Gutema Gabisa was born in 1992 G.C. in Boro and Hiro Kebele, near Sebeta Town, Shagar City. He completed his first-cycle primary education at Debel Yohannes Primary School in 2001 G.C. and his second-cycle primary education at Tefki Primary School in 2005 G.C. He attended secondary school at Sebeta Secondary School in 2008 G.C. He earned a Diploma in English from Afro Symbiosis Teachers' College in 2011 G.C., graduating with a Gold Medal for outstanding academic performance (CGPA 4.00). He later obtained a B.A. in English Language and Literature from Dire Dawa University in 2016 G.C., where he received an award of great distinction for excellent academic achievement (CGPA 3.93), and successfully completed the Postgraduate Diploma in Teaching (PGDT) in 2017 G.C. In 2018 G.C., he joined Haramaya University, School of Graduate Studies, to pursue an M.A. in Teaching English as a Foreign Language (TEFL).

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ACRONYMS AND ABBREVIATIONS

CEFR	Common European Framework of Reference
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
MD	Mean Difference
MLS	Middle Level School
MoE	Ministry of Education
RQ	Research Question
SQ	Students' Questionnaire
TQ	Teachers' Questionnaire
UNESCO	United Nations Educational, Scientific and Cultural Organization

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ABSTRACT

The main purpose of this study was to assess and compare the practices of teaching and learning listening skills in private and government schools, focusing on Grade 8 students in Shakiso Town. To address this objective, the study examined teachers' instructional practices as well as students' learning experiences and challenges. A convergent parallel mixed-methods design was employed, integrating quantitative data gathered through questionnaires with qualitative insights obtained from semi-structured interviews and classroom observations. The study involved 28 English teachers (census) and 323 Grade 8 students from twelve schools in Shakiso Town (seven private, five government schools). Four teachers were interviewed, classroom observations were conducted in four schools, and students were proportionally sampled from a population of 1,678 to represent both school types. Quantitative data were analyzed using descriptive statistics and independent samples t-tests, while qualitative data were analyzed through thematic analysis. The findings revealed that teachers in both school types faced challenges such as vocabulary deficiencies, large class sizes, and limited listening materials. Government schools were more affected by overcrowding and shortages of instructional resources, whereas private schools reported challenges related to student motivation and technical constraints. Students across both contexts experienced difficulties with limited vocabulary, fast speech, and poor learning environments, with government learners reporting higher levels of anxiety and vocabulary gaps, and private learners reporting more issues related to noise and audio quality. Although teachers reported using structured strategies, classroom observations indicated a gap between planned and actual practices, particularly in government schools. The study concludes that systemic disparities between private and government schools constrain effective listening instruction. The findings of this study suggest that teachers adopt a strategy-based approach to listening instruction by explicitly teaching listening strategies and consistently integrating authentic materials. This research also recommends that school administrations, both government and private, ensure the availability of essential listening resources and provide the technical and instructional support needed for effective delivery. The findings also suggest that the Oromia Education Bureau and the Ministry of Education strengthen teacher training programs, enhance curriculum support for listening skills, and promote the use of accessible digital technologies to improve instructional quality. Generally, the study underscores the importance of structured, strategy-based listening instruction and highlights the need for coordinated stakeholder efforts to foster equitable learning environments and enhance students' listening competence. Although delimited to Grade 8 classrooms in Shakiso Town, the study provides a basis for future research extending to other towns and grade levels, employing longitudinal designs, and exploring technology-supported interventions in listening instruction.

1. INTRODUCTION

The purpose of this study is to assess the challenges of teaching and learning listening skills in governmental and private schools in Shakiso Town. This chapter presents the background of the study, statement of the problem, objectives, research questions, significance and scope, delimitation, limitation of the study and operational definitions of key terms.

1.1. Background of the Study

Language has a vital role in human communication, serving as the primary medium for sharing ideas, exchanging knowledge, and building social relationships. Of the four macro language skills, listening is often considered as the foundation that provides the input on which other skills rely. According to Vandergrift (2011), individuals spend more than half of their communication time listening, highlighting its vital role in both educational and everyday communication. In second and foreign language learning, listening is not a passive act of hearing sounds, but an active skill that requires decoding, interpreting, and constructing meaning from spoken input (Goh, 2000).

Globally, English has emerged as the dominant international language in education, business, science, and technology. As a global lingua franca, English requires learners to develop effective listening skills to access knowledge, pursue higher education, and engage in cross-cultural communication. Listening competence also contributes to the development of communicative competence which is the primary goal of modern language teaching by enabling learners to understand interlocutors, negotiate meaning, and respond appropriately (Richards, 2008). Without adequate listening proficiency, learners' opportunities for meaningful interaction are limited, restricting progress in speaking and other language skills.

In Africa and other developing contexts, English plays a particularly significant role as a second or foreign language in multilingual societies. It serves as a medium of instruction, a tool for interethnic communication, and a gateway to socio-economic mobility. English listening skills are especially critical where learners often depend on oral input in classrooms that lack adequate textbooks and exposure to authentic English outside school. However, persistent systemic barriers such as inadequate instructional materials, reliance on teacher-dominated methods and

large class sizes, continue to hinder the effective teaching of listening skills (Usman, 2014; Ofori, 2020). In such contexts, teachers often prioritize grammar and reading, while students have few opportunities for meaningful listening practice, particularly where access to audio materials and modern technology is scarce.

In Ethiopia, English language holds a central position in both education and society. It is taught as a foreign language from the early grades and becomes the medium of instruction from secondary school onwards, making proficiency in English essential for academic success and future careers (FDRE MoE, 2024). Beyond the classroom, English is widely used in higher education, government offices, international communication, and the media, which underscores its importance in social, professional, and economic contexts. Listening skills are critical for engaging with classroom instruction, participating in discussions, and achieving communicative competence.

Despite its importance, listening has long been described as the “neglected skill” in language pedagogy. Compared with reading and grammar, it typically receives less instructional time, fewer resources, and limited assessment in classrooms worldwide (Field, 2010). As a result, learners may struggle to follow spoken English during classroom instructions, group discussions, or authentic communication outside school. Furthermore, Communicative Language Teaching (CLT) and more recent metacognitive models highlight that listening should be explicitly taught, supported through strategy instruction, and practiced consistently (Richards, 2008; Goh, 2008). In addition, in the Ethiopian EFL context, listening continues to be identified as the most overlooked skill, receiving less instructional attention than reading and grammar (Minwuyelet Andualem, 2019).

Empirical studies reveal persistent challenges in listening instruction across Ethiopian schools. Teachers frequently cite large class sizes, inadequate training in listening pedagogy, and lack of authentic audio materials as barriers (Melaku B. Workie, 2019; Amanuel Y. Wodebo, 2019). Government schools are especially affected by overcrowding and resource shortages, while private schools, though generally better equipped, remain constrained by examination pressures and curriculum demands (Birhan Assefie, 2020; Amanuel Y. Wodebo, 2019). The Ministry of Education’s shift toward a competency-based curriculum emphasizes integration of all language

skills and learner-centered practices (FDRE MoE, 2024), yet studies suggest that listening continues to be inconsistently implemented, highlighting a gap between policy and practice.

At the local level, the situation in Shakiso Town is likely to mirror these broader national challenges while presenting its own specific context. Both private and government schools operate in the town, and differences in resources, class sizes, and teacher support may influence the quality of listening instruction. Prior Ethiopian studies in other regions have shown that government schools often face overcrowding and resource shortages, while private schools tend to benefit from smaller class sizes and better facilities (Birhan Assefie, 2020; Amanuel Y. Wodebo, 2019). However, no systematic research has yet explored whether these patterns hold true in Shakiso.

This absence of comparative, context-specific studies at the schools underscores the need for the present research. By investigating the challenges of teaching and learning listening skills in both private and government schools in Shakiso Town, this study seeks to fill a critical gap in the literature and contribute evidence-based findings that can inform improvements in listening instruction and support more equitable learning outcomes.

1.2. Statement of the Problem

Listening is widely recognized as a cornerstone of second and foreign language learning, accounting for nearly half of everyday communication and serving as the foundation for vocabulary growth, grammatical awareness, pronunciation, and overall communicative competence (Gilakjani & Ahmadi, 2011; Goh, 2008; Vandergrift & Goh, 2012). Unlike other skills, it provides learners with immediate access to authentic input, enabling them to process meaning in real time and engage actively in spoken interaction (Rost, 2014). Strong listening proficiency not only facilitates successful communication but also reduces learner anxiety and builds confidence in understanding and responding to spoken English (Chow, Chiu, & Wong, 2018). At the same time, listening is inherently complex, requiring learners to interpret rapid speech, unfamiliar vocabulary, and varied accents under real-time constraints (Sofyan & Mushrihah, 2019). Despite this global recognition and pedagogical value, listening continues to be described as the “neglected skill” in many EFL contexts, often receiving less systematic

attention than reading, writing, and grammar in classroom instruction (Nunan, 2002; Renandya & Farrell, 2011; Mahmoud & Oraby, 2024).

Although the Ethiopian Ministry of Education's competency-based curriculum emphasizes learner-centered listening instruction, formative assessment, and the use of authentic materials (MoE, 2024), empirical evidence reveals a persistent gap between curriculum expectations and actual classroom practices. For instance, Minwuyelet Andualem (2019), in his study "Exploring challenges teachers face in practicing teaching listening skill: Preparatory school EFL teachers in focus", found that preparatory school teachers frequently neglected more than half of the listening lessons in the textbook and applied pre listening, while listening, and post-listening activities inconsistently, largely due to reliance on traditional methods and low motivation. Similarly, Melaku B. Workie (2019), in his study "Exploring dynamics affecting learners' English listening comprehension in the EFL classrooms: Secondary schools in focus, North Western Ethiopia", reported that secondary school learners' listening comprehension was hindered by limited exposure to authentic input, poor-quality recordings, and insufficient practice opportunities, compounded by teachers' limited use of structured strategies. These findings, together with the FDRE MoE (2024) that explicitly requires systematic listening instruction and authentic audio input, underscore the mismatch between policy and classroom realities. Challenges such as inadequate teacher preparation, large class sizes, and scarce audio-visual resources continue to constrain effective listening instruction. However, limited research exists on how these systemic barriers manifest across different school types, such as private and government schools, which represents a critical gap this study addresses.

In the Ethiopian context, listening remains one of the least emphasized skills in English language classrooms. Teachers frequently prioritize grammar and reading while neglecting structured listening instruction, hindered by limited professional training, large class sizes, and insufficient access to audio-visual resources (Minwuyelet Andualem, 2019; Melaku B. Workie, 2019; Amanuel Y. Wodebo, 2019). Learners also face difficulties such as rapid speech, unfamiliar accents, and limited exposure to authentic input, which heighten anxiety and reduce comprehension (Goh, 2000; Busha T. Duressa, Getachew S. Woldemariam, & Aberash T. Wakjira, 2022). Pedagogical practices remain largely teacher-centered, with minimal use of strategies such as prediction, note-taking, or inference (Belilew M. Gebre & Girma G. Tadess,

2015). Resource disparities further aggravate these challenges. For instance, government schools often lack basic facilities, whereas private schools, though relatively better equipped, remain challenged by exam-driven instruction (Busha et al., 2022). Learner-based difficulties, including vocabulary gaps and low confidence, are evident across both contexts (Sofyan & Mushrihah, 2019; Oraby, 2024). Despite these documented challenges, little is known about how pedagogical, resource-related, and learner-based obstacles compare between private and government schools in Shakiso Town. This lack of comparative, context-specific evidence represents a critical gap that the present study seeks to address.

Although several Ethiopian studies have investigated challenges in teaching and learning listening skills, their focus has been largely limited to teacher practices or curriculum implementation. For instance, studies by Minwuyelet Andualem (2019), Melaku B. Workie (2019), Emebet Haile (2021), and Ebissa B. Abate & Abdeta E. Dukan (2020) do not provide comparative insights across school types.

While disparities in class size, resources, and teacher support between private and government schools are well documented (Asefa A. Woldatsadik, 2017; Mebratu Mulatu & Woldemariam Bezabih, 2018), little is known about how these contextual differences influence listening instruction at the grade 8 EFL Classrooms. Furthermore, most existing evidence relies on teachers' self-reports, with minimal attention to students' perspectives, which are essential for understanding how pedagogical and resource-related factors affect actual learning (Minwuyelet Andualem, 2019; Melaku B. Workie, 2019; Busha et al., 2022). Classroom observation, a crucial method for validating reported practices, has also been rarely employed. To date, no study has systematically examined these issues in Shakiso Town where both private and government schools operate. These gaps highlight the need for comparative, context-specific research.

If these challenges remain unaddressed, students in the private and government schools of Shakiso Town may continue to face difficulties in developing effective English listening skills, which can hinder their communicative competence and academic engagement. Students in government schools are particularly vulnerable to resource-related disadvantages, which may widen learning gaps compared to peers in private schools. Addressing these challenges is essential for informing teaching practices, enhancing students' listening proficiency, and promoting equitable learning outcomes. Moreover, this study can provide evidence-based

insights to support teachers, school leaders, and education office supervisors in Shakiso Town in making informed decisions to strengthen the teaching and learning of listening skills.

Therefore, this study aims to assess the challenges of teaching and learning listening skills in EFL classrooms, focusing on private and government schools in Shakiso Town. Unlike previous research, which has addressed listening difficulties in broad terms, this study emphasizes differences between school types, incorporates both teachers' and students' perspectives, and triangulates evidence from multiple sources. By addressing these gaps, this study provides a context-specific understanding of listening instruction, informing strategies to enhance teaching practices and student outcomes. Accordingly, the study is guided by clearly defined objectives and research questions that direct the investigation into the challenges of teaching and learning listening skills in Shakiso Town's private and government schools.

1.3. Research Questions

The study will be guided by, and conducted to answer the following research questions:

1. What teaching strategies do teachers use in teaching listening skills in Grade 8 classrooms, and how effective are these strategies perceived to be?
2. What are the differences in the challenges of teaching listening skills between private and government schools at the Grade 8 level?
3. What major challenges do EFL teachers face that influence their practice of teaching listening skills in Grade 8 classrooms?
4. What primary difficulties do Grade 8 students encounter in learning listening skills in both school types?

1.4. Objective of the study

1.4.1. General objective

The general objective of this study is to assess and compare the practices of teaching and learning listening skills in private and government schools, with Grade 8 students in Shakiso Town as the focus.

1.4.2. Specific objectives of the study

The specific objective of this study is to:

1. Explore the teaching strategies used in teaching listening skills and to evaluate their perceived effectiveness in Grade 8 classrooms.
2. Compare the challenges of teaching listening skills between private and government schools at the Grade 8 level.
3. Identify the major challenges EFL teachers face that affect their practice of teaching listening skills in Grade 8 classes.
4. Examine the primary difficulties Grade 8 students encounter in learning listening skills in both school types.

1.5. Significance of the study

This study holds both theoretical and practical significance. Theoretically, it contributes to the limited body of research on listening instruction in the Ethiopian EFL context by offering a comparative perspective on teachers' practice of teaching listening skills in private and government schools in Shakiso Town. By integrating both teachers' and students' perspectives and triangulating multiple data sources, the study provides context-specific insights into how pedagogical, resource-related, and learner-based factors influence the teaching and learning of listening skills in Grade 8 classrooms—an area where instructional practices and challenges remain largely unexplored.

Practically, the findings can support private and government school administrations, teachers, students, as well as the Oromia Education Bureau and the Ministry of Education, in making evidence-based decisions to strengthen listening instruction, improve students' listening proficiency, and foster more equitable learning outcomes. Additionally, the study offers a foundation for future research on listening instruction and teachers' classroom practices in similar contexts.

1.6. Scope of the Study

This study focused on assessing and comparing the practices and challenges of teaching and learning listening skills in EFL classrooms in private and government schools in Shakiso Town

during the 2017 E.C. All EFL teachers and a proportionally selected sample of Grade 8 students across the twelve schools of both school types in Shakiso Town were included as the participants of the study.

1.7. Delimitation of the Study

The study was restricted to examining teachers' practice of teaching listening skills in private and government schools, with Grade 8 classrooms in Shakiso Town as the central focus. It did not include schools outside Shakiso Town, other grade levels, or other educational stages such as lower primary or secondary schools. The study concentrated exclusively on listening skills and did not address other language skills such as speaking, reading, or writing.

1.8. Limitation of the Study

Even though the study enhances the understanding of the teaching and learning of listening skills in Shakiso Town, it has some limitations. First, its focus on Grade 8 classes in twelve private and government schools in Shakiso Town restricts the generalizability of the findings to other grade levels of primary schools or to secondary schools in the town or other towns. Second, the study examined only current classroom practices and did not assess long-term effects of instructional strategies or incorporate technology-supported listening interventions. Finally, although the student questionnaire was translated into Afaan Oromo and read aloud to enhance clarity, minor interpretation differences may still have occurred.

1.9. Operational Definitions of Key Terms

Definitions of the key terms as used in this study are presented as follows:

- **Both school types/ both contexts:** This term collectively refers to governmental and private schools in Shakiso Town that participated in the study.
- **Schools Administration:** School directors and supervisors.
- **Middle level Schools:** Grade 8

2. LITERATURE REVIEW

2.1. Introduction

This chapter presents a review of related literature on the teaching and learning of listening skills in English as a Foreign Language (EFL) context. It examines theoretical, conceptual, and empirical perspectives to provide a strong foundation for the study. The review begins by defining listening and highlighting its role in language acquisition. It then explores common challenges teachers and students face in the listening process, with attention to factors such as linguistic limitations, pedagogical practices, and classroom conditions. Furthermore, the chapter reviews strategies employed to teach listening effectively and evaluates their reported impact on learners' comprehension. Special consideration is given to comparative findings from different school contexts, as this study investigates private and government schools, focusing on Grade 8 classrooms. Finally, the chapter outlines the theoretical and conceptual frameworks guiding this research and identifies gaps in existing literature that the present study seeks to address.

2.2. The Nature of Listening Skills in EFL Contexts

Listening is widely acknowledged as one of the most complex and essential components of language acquisition. Contemporary perspectives describe listening not as a passive reception of sounds but as an active and dynamic process that engages multiple cognitive stages, including perception, short-term retention, and long-term interpretation (Nemtchinova, 2013). This reconceptualization contrasts with earlier views that treated listening as a mechanical decoding of auditory signals. Instead, it is now understood as an interpretive act that requires attention, prediction, and inference to construct meaning (Vandergrift, 2007). These insights have significant pedagogical implications for EFL classrooms, where learners must develop strategies to cope with linguistic and contextual challenges.

2.2.1. Definition and Importance of Listening in Language Learning

Listening can be broadly defined as the process of receiving, interpreting, and responding to spoken language. It involves not only the recognition of speech sounds but also the activation of prior knowledge and the application of inferential skills to interpret meaning. According to Feyten (1991), listening constitutes the “aural component of communication,” while Vandergrift

(2007) emphasizes its dynamic nature, integrating cognitive and contextual processes. From a psycholinguistic standpoint, listening contributes significantly to the development of vocabulary, grammar, and pronunciation, forming the foundation of communicative competence (Rost, 1994; Swain, 2005).

The significance of listening is evident in its dominant role in communication. Research indicates that listening accounts for 40–50% of daily language use, surpassing speaking (25–30%), reading (11–16%), and writing (9%) (Coakley, Halone, & Wolvin, 1996; Morales & Beltrán, 2006). In language learning, listening provides the primary channel of input, especially in contexts with limited exposure to authentic English. Krashen's (1985) Input Hypothesis reinforces this notion by asserting that comprehensible input, primarily obtained through listening, is fundamental for language acquisition. Consequently, inadequate attention to listening instruction can hinder overall proficiency.

Despite this recognized importance, listening has traditionally received less emphasis in language curricula. Instructional practices have often prioritized grammar, reading, and writing, leaving listening underdeveloped (Richards & Rodgers, 2001; Field, 2010). The Ethiopian Ministry of Education (MoE, 2024) acknowledges this imbalance and advocates for greater integration of listening within competency-based curricula.

2.2.2. Role of Listening in EFL Classrooms

In communicative language teaching (CLT), listening is considered central to meaning-making and interaction (Oxford, 1990; Richards, 2008). However, its classroom implementation often remains inconsistent. Many teachers still perceive listening as passive, difficult to assess, or less significant than productive skills such as speaking and writing (Hamouda, 2013; Osada, 2004). This perception results in practices that reduce listening to the mere playback of audio recordings, without structured pre-listening or post-listening activities (Brown and Lee, 1994; Vandergrift & Baker, 2015).

The MoE (2024) highlights this issue in Ethiopian schools, noting that listening is frequently under-taught due to inadequate lesson planning and limited teacher preparation. Such neglect not only undermines learners' communicative competence but also contradicts the integrated skill

development emphasized in the current curriculum. Addressing this challenge requires systematic teacher training, resource development, and the adoption of strategies that actively engage learners in listening tasks.

2.2.3. Models and Processes of Listening

Listening comprehension is explained through three primary models: bottom-up, top-down, and interactive. Bottom-up processing focuses on decoding linguistic signals, sounds, words, and syntactic structures, into meaningful units (Richards, 1990; Vandergrift, 1996). It underscores the importance of phonological and lexical knowledge for accurate comprehension. Conversely, top-down processing relies on background knowledge, prior experience, and contextual clues to predict and interpret meaning (Nunan, 1991). For instance, when listening to a familiar topic, learners draw on schema to anticipate content and clarify ambiguities.

Contemporary perspectives favor an interactive model that combines both processes, enabling listeners to integrate linguistic decoding with contextual interpretation (Rost, 2024; Gilakjani & Ahmadi, 2011). Vandergrift (2007) explains that this constant interplay makes listening cognitively demanding, particularly for EFL learners who must manage both decoding unfamiliar linguistic forms and constructing meaning from incomplete input.

The pedagogical implication is that instruction should avoid over-reliance on either approach. Solely focusing on bottom-up decoding can overwhelm learners with phonological details, whereas depending only on top-down strategies risks inaccurate interpretation. Therefore, balanced instruction, training learners to consciously apply both processes, enhances listening proficiency and promotes learner autonomy (Field, 2010; Goh & Vandergrift, 2021).

The reviewed literature underscores that listening is crucial for language learning, yet its classroom implementation often fails to reflect this theoretical understanding. Persistent misconceptions portray listening as passive and secondary to productive skills, while assessment challenges and insufficient teacher preparation worsen the problem. Although interactive models offer comprehensive frameworks for teaching listening, many EFL classrooms, including those in Ethiopia, remain misaligned with these principles. These gaps highlight the need for strategy-based instruction, adequate teacher training, and resource support.

This understanding is particularly relevant to the present study, which examines how listening skills are taught and learned in private and government schools, focusing on Grade 8 classrooms in Shakiso Town. By situating the study within these theoretical and empirical perspectives, the research aims to address critical gaps in practice and contribute to improved listening pedagogy in Shakiso Town and in the same EFL contexts.

2.3. Challenges in Teaching Listening Skills in EFL Contexts

Despite widespread acknowledgment of listening as a fundamental language skill, its practical implementation in EFL classrooms faces persistent and multifaceted challenges. These challenges arise from cognitive, pedagogical, material, and contextual factors. Understanding these difficulties is essential for designing effective instructional strategies that align with learners' needs and curricular expectations, particularly in the context of private and government schools, with Grade 8 classrooms in Shakiso Town.

2.3.1. Cognitive and Linguistic Challenges

Listening comprehension in a foreign language is inherently demanding because learners must simultaneously decode linguistic input and construct meaning in real time. Buck (2001) emphasizes that effective listening involves simultaneously processing sounds, vocabulary, grammar, and meaning, often within limited exposure and in the presence of unfamiliar accents. Unlike reading, listening offers no opportunity for regression or visual support, which further increases cognitive load (Field, 2010).

For EFL learners, restricted vocabulary knowledge and weak grammatical competence worsen comprehension difficulties. Vandergrift (2007) notes that encountering unfamiliar words or complex structures can disrupt comprehension, creating processing breakdowns that interfere with subsequent understanding. Speech characteristics such as reduced forms, rapid rate, and assimilation further challenge learners (Brown and Lee, 1994). These difficulties are amplified in Ethiopian contexts, where exposure to authentic spoken English is limited and listening activities are typically restricted to scripted textbook recordings (MoE, 2024). As a result, learners rarely develop automaticity in decoding speech, which can lead to frustration, reduced engagement, and diminished motivation.

2.3.2. Teacher-Related Challenges

Teachers are central to facilitating effective listening instruction, yet many EFL teachers lack sufficient training and awareness of listening pedagogy. Research indicates that listening is often perceived as a passive skill requiring minimal instructional focus (Osada, 2004; Hamouda, 2013). Consequently, instructional practices frequently involve playing audio recordings followed by comprehension questions, with little attention to pre- or post-listening strategies, guidance, or feedback (Field, 2010; Vandergrift & Goh, 2012).

In Ethiopia, systemic factors intensify these pedagogical challenges. The MoE (2024) notes that teacher preparation programs have historically emphasized grammar and reading, leaving listening underrepresented in both theory and practice. Many teachers themselves lack familiarity with strategy-based listening instruction, limiting their ability to model metacognitive processes for learners. This deficiency extends a cycle in which listening remains underdeveloped despite its curricular significance.

2.3.3. Material and Technological Constraints

Effective listening instruction depends on exposure to authentic, varied input, including multiple accents, speech rates, and communicative contexts (Graham, 2006). However, many EFL classrooms, particularly in resource-limited settings, lack functional audio equipment, high-quality recordings, or supplementary materials (Hamouda, 2013).

In Ethiopia, these resource constraints are acute. According to MoE (2024), numerous schools, especially in rural areas, do not possess even basic audio devices, compelling teachers to rely on inadequate methods such as teacher read-aloud or omitting listening activities altogether. Such limitations undermine the principles of communicative language teaching (CLT) and restrict learners' opportunities to engage with real-life spoken English, perpetuating gaps between policy and practice.

2.3.4. Contextual and Environmental Factors

Beyond cognitive and material constraints, environmental and systemic factors significantly influence listening instruction. Large class sizes, inflexible curricula, and limited instructional

time hinder teachers from implementing interactive or strategy-based listening tasks (Richards, 2008). High-stakes examinations often prioritize reading and writing, resulting in minimal allocation of time for listening (Field, 2010).

In Ethiopian schools, particularly Grade 8 classrooms, multilingual classrooms present additional challenges. Learners' diverse linguistic backgrounds can complicate task implementation, encouraging teachers to resort to code-switching or translation, which reduces authentic exposure to English listening input (MoE, 2024). These contextual barriers highlight the limited emphasis given to listening in current policy, teacher preparation, and curriculum implementation, which restricts the development of students' listening skills in EFL classrooms.

The reviewed literature suggests that challenges in teaching listening are multifaceted and interconnected. Cognitive limitations, insufficient teacher preparation, lack of resources, and contextual constraints collectively hinder the effective teaching of listening skills. While these issues are evident globally, they manifest more acutely in contexts such as Ethiopia, where infrastructural and pedagogical support for listening remains inadequate. Understanding these challenges is central to this study, which aims to identify the major obstacles teachers face in teaching listening skills in private and government schools, focusing on Grade 8 classrooms in Shakiso Town.

2.4. Challenges in Learning Listening Skills

Learners' difficulties in developing listening skills in EFL contexts arise from the interplay of cognitive, affective, linguistic, and environmental factors. Research indicates that such challenges are not merely a result of limited vocabulary or grammatical knowledge but are compounded by real-time processing demands, listening anxiety, and restricted exposure to authentic English input (Goh, 2000; Field, 2010). In Ethiopia, these issues are intensified by resource scarcity and exam-oriented practices that often deprioritize listening, creating a persistent gap between curricular goals and classroom realities (Minwuyelet Andualem, 2019; MoE, 2024).

2.4.1. Learner-Related Factors

Cognitively, learners struggle to analyze continuous speech into meaningful units while simultaneously constructing overall meaning—a task that must occur rapidly, without the option to “re-read” (Goh, 2000; Field, 2010). A restricted vocabulary and incomplete mastery of grammar can heighten cognitive demands on learners, leading them to focus excessively on unfamiliar words and consequently overlook the information that follows (Goh, 2000). Ethiopian studies mirror these global findings, showing that lower-proficiency secondary students experience difficulty segmenting fast passages and maintaining attention, particularly on unfamiliar topics (Melaku B. Workie, 2019; Ababayehu M. Mekonnen & Moges Yigezu, 2022).

Affective factors further impede listening performance. Anxiety triggered by unpredictability, lack of control over input, and fear of failure, correlates with avoidance behaviors and reduced metacognitive monitoring (Nowrouzi et al., 2015). Ethiopian learners report high anxiety during listening tasks, discouraging risk-taking and strategic guessing (Buscha et al., 2022; Ababayehu M. Mekonnen & Moges Yigezu, 2022). Motivation also plays a crucial role: when students perceive listening as peripheral to high-stakes exams, they are less likely to engage actively with listening strategies (Minwuyelet Andualem, 2019). International studies highlight that explicit strategy instruction, including planning, selective attention, and monitoring, mitigates anxiety and enhances comprehension (Vandergrift & Goh, 2012; Vandergrift & Tafaghodtari, 2010).

From a metacognitive perspective, persistent difficulties arise when learners rely solely on bottom-up decoding, seldom engaging in planning, prediction, or evaluation of comprehension (Goh, 2000). Ethiopian classrooms typically underemphasize reflection, through activities such as listening journals or peer discussion, limiting learners’ awareness of recovery strategies for comprehension breakdowns (MoE, 2024; Minwuyelet Andualem, 2019). International comparisons from Indonesia to Morocco confirm that learners underuse predictive and verification strategies unless consistently modeled by teachers (Utomo et al., 2019).

2.4.2. Text and Speech Factors

Characteristics of the listening input strongly influence comprehension. Fast speech, connected speech phenomena (assimilation, elision), and reduced forms hinder segmentation and lexical access (Underwood, 1989; Brown and Lee, 1994). Unfamiliar accents and variable pronunciation further decrease intelligibility, particularly for learners with limited exposure beyond the

textbook (Munro & Derwing, 1999; Flowerdew & Miller, 1996). Ethiopian students report challenges primarily with non-teacher voices, news clips, and multi-speaker dialogues, identifying speed and accent as the main barriers (Melaku B. Workie, 2019; Busha et al., 2022).

Lexical density and topic familiarity are additional determinants. Texts with high proportions of low-frequency words or culturally bound references create semantic bottlenecks, forcing learners to guess or abandon comprehension (Azmi Bingol et al., 2014). International studies demonstrate that pre-teaching high-leverage vocabulary and activating background knowledge reduces these challenges when combined with scaffolded while-listening tasks (Field, 2010; Goh, 2013). In Ethiopian classrooms, limited pre-listening activities and assessment-driven practices often leave learners unprepared for complex texts (Minwuyelet Andualem, 2019; MoE, 2024).

Discourse structure and task sequencing also affect comprehension. Tasks requiring detail extraction during an initial, unscaffolded play increase cognitive load, whereas gist-first approaches improve subsequent recall (Field, 2010). Observations in Ethiopian schools indicate that teachers often begin with detailed questions, inadvertently raising stress and narrowing attention (Abebayehu M. Mekonnen & Moges Yigezu, 2022; MoE, 2024).

2.4.3. Environmental and Classroom Conditions

Environmental conditions significantly affect listening comprehension. Poor acoustics, background noise, and low-quality audio equipment reduce signal clarity and increase cognitive load (Nushi & Orouji, 2020). Many Ethiopian government schools face intermittent electricity, faulty audio devices, or reliance on teacher read-aloud, limiting exposure to authentic prosodic and interactive features of speech (MoE, 2024; Melaku B. Workie, 2019). Large classes restrict opportunities for pair work, collaborative note-sharing and immediate feedback, which are associated with improved comprehension and reduced anxiety in international studies (Graham, 2006; Vandergrift & Goh, 2012).

Assessment culture further shapes learner engagement. When exams focus on grammar and reading, students rationally deprioritize listening practice, weakening strategy uptake and resilience during comprehension breakdowns (Minwuyelet Andualem, 2019). Formative assessment, such as self-ratings, peer feedback, and reflective logs, has been shown

internationally to enhance metacognitive monitoring and confidence (Vandergrift & Goh, 2012). While the Ethiopian MoE (2024) recommends such tools, their implementation remains uneven, particularly in resource-constrained schools.

Across contexts, learners encounter a triad of barriers: cognitive processing demands, affective constraints, and unsupportive environmental conditions. International research indicates that metacognitive strategy instruction, graded input sequencing, and exposure to diverse accents can effectively reduce these barriers (Field, 2010; Vandergrift & Goh, 2012). Ethiopian evidence reflects similar mechanisms but with amplified effects due to limited authentic input, large classes, and exam-oriented practices (Melaku B. Workie, 2019; Busha et al., 2022; MoE, 2024).

Research indicates that learners' listening proficiency is influenced by multiple, interacting factors. Studies highlight that limited strategy awareness, complex or poorly sequenced listening tasks, and unsupportive classroom environments can increase cognitive load and hinder comprehension (Goh, 2000; Vandergrift & Goh, 2012). These findings suggest that students in different school contexts, such as government and private schools, may experience distinct challenges, reflecting variations in resources, instructional practices, and classroom conditions. Such contextual differences are directly relevant to this study's fourth research question, which explores the main difficulties students face in learning listening skills in EFL contexts.

2.5. Comparative Perspectives between Government and Private Schools

The comparative perspective between government and private schools is critical for understanding variations in listening instruction effectiveness in EFL classrooms. Disparities in resources, teacher expertise, instructional approaches, student motivation, and assessment practices create markedly different learning environments, which influence the development of listening skills. Examining these differences provides insight into both systemic challenges and potential strategies for enhancing instructional quality.

2.5.1. Resource and Infrastructure Differences

The availability of teaching and learning resources fundamentally influences listening instruction. Government schools in Ethiopia often struggle with insufficient audio materials, outdated equipment, and inadequate infrastructure, restricting the range and quality of listening

activities (MoE, 2024; Chala M. Hunduma & Yilfashewa S. Mekuria, 2023). Many rely on teacher read-aloud methods due to non-functional speakers or lack of multimedia devices, limiting learners' exposure to authentic English input (Melaku B. Workie, 2019).

In contrast, private schools, particularly those in urban centers, typically have access to modern audio-visual equipment, language laboratories, and authentic listening materials such as podcasts, videos, and online exercises (Amanuel Y. Wodebo, 2019). These resources facilitate exposure to varied accents, speech rates, and real-life communicative situations, enabling task-based and interactive listening activities that enhance comprehension and engagement. International evidence confirms that access to diverse and authentic listening materials is a key predictor of listening proficiency (Gilakjani & Sabouri, 2016).

2.5.2. Teacher Expertise and Instructional Practices

Teacher-related factors critically mediate listening instruction outcomes. In government schools, challenges such as large class sizes, limited professional development, and heavy workloads constrain the use of structured, strategic listening lessons (Hwaider, 2017; MoE, 2024). Teachers frequently rely on traditional, teacher-centered approaches that emphasize repetition and grammar rather than engaging students in pre-listening, while listening and post listening strategies (Field, 2010). Private school teachers, benefiting from smaller classes and more frequent professional development, are better able to adopt student-centered, communicative methods. Strategies such as pre-listening schema activation, guided note-taking, role-plays, and collaborative activities foster active engagement and strategic listening (Harmer, 2001; MoE, 2024). Research highlights that teacher expertise and targeted training are strong predictors of learners' listening outcomes (Vandergrift & Goh, 2012; Sharif et al., 2024), emphasizing the importance of continuous professional development.

2.5.3. Student Engagement and Motivation

Learner engagement and motivation closely interact with school type. In government schools, exam-oriented practices prioritize reading and writing, marginalizing listening (Minwuyelet Andualem, 2019). As a result, students often perceive listening as less relevant, invest less effort in strategy use, and show lower attentiveness (MoE, 2024).

Conversely, private school learners typically encounter curricula that integrate listening with speaking, reading, and writing, enhancing perceived relevance and motivation (Amanuel Y. Wodebo, 2019). The availability of engaging materials and interactive activities promotes active participation, strategic listening, and higher comprehension outcomes. Internationally, research confirms that motivation and task engagement mediate listening success, highlighting the interplay between affective factors and instructional quality (Dörnyei, 2020; Goh, 2013).

2.5.4. Assessment Practices and Feedback Mechanisms

Assessment strategies further differentiate the two school types. Government schools primarily use summative evaluation emphasizing discrete grammar and reading items, providing limited feedback on listening competence (MoE, 2024). This approach discourages metacognitive strategy use and reflective practice, limiting opportunities for learners to monitor and improve their listening skills.

Private schools are more likely to employ formative assessments, including self-assessment, peer feedback, and reflective journals, consistent with both MoE recommendations and international best practices (Vandergrift & Goh, 2012). Formative assessment enables learners to identify comprehension difficulties, receive targeted guidance, and cultivate autonomous, strategic listening habits. Comparative studies reveal a consistent pattern: private schools tend to provide more supportive environments for listening development, while government schools face structural and pedagogical constraints that limit instructional effectiveness. Variations in resources, teacher preparation, and assessment practices interact with learner motivation, engagement, and strategy use, leading to different listening outcomes across school types. Ethiopian evidence corresponds with international research showing that learners' listening progress is closely tied to the quality of instructional support and availability of resources (Gilakjani & Ahmadi, 2011; Vandergrift & Goh, 2012). These findings are directly relevant to the second research question of this study, which seeks to compare the challenges of teaching and learning listening skills between private and government schools, particularly in Grade 8 classrooms.

2.6. Strategies for Teaching Listening Skills and Their Effectiveness

Effective listening instruction in EFL contexts requires a deliberate integration of pedagogical strategies, structured lesson phases, and formative assessment practices. Research consistently highlights learners' listening difficulties, stemming from cognitive load, limited exposure, and affective barriers, can be mitigated through well-designed instructional strategies (Field, 2010; Vandergrift & Goh, 2012). The Ministry of Education (2024) emphasizes a competency-based approach, advocating structured pre-listening, while listening and post listening stages, active teacher roles, and continuous formative assessment. This section analyzes recommended strategies, evaluates their effectiveness, and identifies gaps between reported practices and actual classroom implementation.

2.6.1. Commonly Recommended Listening Strategies

Pre-listening activities aim to activate learners' prior knowledge, introduce key vocabulary, and reduce anxiety, thereby preparing students for comprehension tasks (Field, 2010; MoE, 2024). Techniques such as brainstorming, predicting content, previewing visuals, and discussing context help learners establish schemata for incoming input (Underwood, 1989). Ethiopian studies suggest that government school teachers often underutilize these strategies due to limited training and time constraints, whereas private schools show more consistent implementation, facilitating better learner readiness (Minwuyelet Andualem, 2019; Amanuel Y. Wodebo, 2019). International research further confirms that pre-listening scaffolds reduce cognitive overload and improve both gist and detailed comprehension (Goh, 2013).

During listening, learners are encouraged to engage actively with the text through multiple listening opportunities, note-taking, and comprehension checks (MoE, 2024; Vandergrift & Goh, 2012). Such strategies promote selective attention, enhance memory retention, and support the integration of bottom-up and top-down processes (Richards, 1990; Rost, 2024). Ethiopian classroom observations indicate that private school students benefit more from repeated listening exercises and interactive tasks, whereas government school learners often have limited exposure due to resource constraints (Chala M. Hunduma & Yilfashewa S. Mekuria, 2012). Globally, task-based listening, such as completing charts, identifying main ideas, or following instructions, has

been shown to improve engagement and comprehension outcomes across proficiency levels (Willis, 2021; Ellis, 1994).

Post-listening stages consolidate comprehension, promote higher-order thinking, and provide opportunities for reflection (Underwood, 1989; MoE, 2024). Activities such as summarizing, retelling, role-plays, and analytical discussions encourage learners to integrate new information with prior knowledge, fostering deep understanding. In Ethiopian private schools, teachers increasingly employ such activities to enhance learner autonomy, while in government schools; post-listening stages are often omitted or minimally practiced due to curricular pressures and large classes (MoE, 2024). International studies emphasize that post-listening reflection strengthens metacognitive awareness, enabling learners to evaluate their strategies and adjust comprehension approaches effectively (Vandergrift & Tafaghodtari, 2010).

Harmer (2001) identifies multiple teacher roles—organizer, controller, assessor, resource, tutor, investigator, prompter, and participant—that support dynamic listening instruction. Effective teachers balance these roles to guide learners, scaffold tasks, and provide feedback. Ethiopian research indicates that private school teachers are more likely to adopt diverse roles, whereas government school teachers often assume primarily organizational and controlling roles, limiting learner interaction and strategy practice (MoE, 2024; Hwaider, 2017). International evidence corroborates that teacher flexibility and responsiveness are critical for fostering engagement and metacognitive strategy use (Goh, 2013).

Exposure to authentic listening input, including dialogues, podcasts, news reports, and multimedia content, enhances comprehension by familiarizing learners with natural speech, varied accents, and real-life contexts (Gilakjani & Sabouri, 2016; Jiang, Chen, Lu, & Wang, 2021). Ethiopian private schools typically incorporate multimedia resources more effectively than government schools, where technical limitations and lack of materials restrict authentic listening experiences (MoE, 2024; Chala M. Hunduma & Yilfashewa S. Mekuria, 2012). Globally, technology-enhanced instruction, such as language apps and online exercises, has been shown to promote individualized practice, self-paced learning, and interactive engagement (Sharif et al., 2024).

2.6.2. Effectiveness of Strategies

Empirical evidence demonstrates that structured, strategy-based listening instruction significantly improves comprehension, learner autonomy, and motivation. Studies in Ethiopia reveal that students exposed to scaffolded listening activities perform better on comprehension tasks and demonstrate greater confidence than peers in traditional, grammar-focused classrooms (Belilew M. Gebre & Girma G. Tadesse, 2015; Vandergrift & Tafaghodtari, 2010). International comparisons reinforce these findings: explicit strategy instruction, encompassing prediction, selective attention, note-taking, and verification, enhances both gist and detail processing, reduces anxiety, and promotes metacognitive awareness (Vandergrift & Goh, 2012; Gilakjani & Ahmadi, 2011). Moreover, the MoE (2024) emphasizes that formative assessment, through self-assessment, peer feedback, and reflective journals, reinforces strategy use and facilitates continuous improvement. In practice, private schools in Ethiopia are more likely to implement such assessment mechanisms, which correlate with higher engagement and better listening outcomes, whereas government schools largely depend on summative tests, limiting learner reflection and strategy application (MoE, 2024; Melaku B. Workie, 2019).

2.6.3. Gaps between Reported Strategies and Actual Practice

Despite awareness of effective listening strategies, Ethiopian classrooms often reveal a gap between reported practices and actual implementation. Teachers frequently claim to use pre-listening, while-listening, and post-listening activities; yet observational data show inconsistent application, particularly in government schools (Emebet Haile. 2021; MoE, 2024). Contributing factors include large class sizes, limited training, time constraints, and insufficient resources. International studies report similar patterns in resource-limited contexts, where strategic listening instruction proves most effective when supported by teacher training, supervision, and adequate infrastructure (Utomo et al., 2019; Slimani & Moubtassimi, 2023). Evidence further indicates that listening strategies yield better results when structured lesson phases; active teacher engagement, authentic materials, and formative assessment are combined, creating a more collaborative learning environment. Ethiopian private schools more closely reflect these conditions, while government schools often encounter systemic barriers to consistent implementation. These insights are directly relevant to the first research question of this study,

which explores the teaching strategies employed by EFL teachers in delivering listening skills and evaluates their perceived effectiveness.

2.7. Empirical Studies on Teaching and Learning Listening Skills

Empirical research provides important insights into the challenges, strategies, and outcomes of listening instruction in EFL contexts. Both Ethiopian and international studies show that teacher preparedness, resource availability, learner characteristics, and instructional strategies interact to influence listening proficiency. Ethiopian studies consistently report that teachers face significant obstacles in implementing effective listening instruction. Government school teachers often lack specialized training in listening pedagogy and rely on traditional methods that emphasize grammar and reading over active listening. Large class sizes and limited instructional time further restrict the use of structured pre-listening, while-listening, and post-listening activities (Minwuyelet Andualem, 2019). The MoE (2024) indicates that many teachers are unfamiliar with formative assessment methods and encounter challenges in designing interactive listening activities. Private school teachers, although constrained by curricular demands, benefit from smaller class sizes, better access to resources, and professional development opportunities that support more consistent implementation of listening strategies (Amanuel Y. Wodebo, 2019; Birhan Assefie, 2020). International evidence also highlights the impact of teacher training, resource availability, and class size on the quality of listening instruction (Utomo et al., 2019; Slimani & Moubtassimi, 2023). These findings relate to Research Question 3, which examines the challenges teachers face in teaching listening skills.

Students face multiple challenges in developing listening skills. In Ethiopia, learners often struggle with rapid speech, unfamiliar accents, complex vocabulary, anxiety, and low self-confidence (Goh, 2000; Busha et al., 2022). Limited exposure to authentic listening materials further restricts opportunities to practice both bottom-up and top-down processing skills (Melaku B. Workie, 2019). International studies corroborate that comprehension is hindered by speech rate, syntactic complexity, and insufficient prior knowledge, while motivation and engagement decline in resource-limited contexts (Azmi Bingol et al., 2014; Nowrouzi et al., 2015; Dörnyei, 2020). These studies reveal ongoing challenges that learners face in developing listening proficiency and highlight the relevance of Research Question 4, which examines the main difficulties students encounter in learning listening skills in EFL contexts.

Empirical comparisons indicate that private school students generally outperform their government school peers in listening tasks (Amanuel Y. Wodebo, 2019; Mahmoud & Oraby, 2024). Contributing factors include smaller classes, greater access to multimedia resources, trained teachers, and exposure to authentic listening materials. Government school learners face large classes, limited resources, and teacher-centered instruction, which constrain engagement and comprehension (MoE, 2024; Chala M. Hunduma & Yilfashewa S. Mekuria, 2012). International studies also suggest that structural and pedagogical factors, such as socioeconomic status and parental involvement, significantly affect listening outcomes (Bashir & Dogar, 2011). These differences in resources and instructional support between private and government schools underscore gaps in listening instruction that the present study investigates.

Strategy-based instruction, including prediction, note-taking, and post-listening reflection, has been shown to improve comprehension, motivation, and confidence among Ethiopian students (Belilew M. Gebre & Girma G. Tadesse, 2015). Metacognitive strategy instruction also enhances learners' ability to monitor comprehension and adjust approaches (Vandergrift & Tafaghodtari, 2010). Nevertheless, gaps remain between reported strategy use and actual classroom practice, particularly in government schools, due to limited training, time pressures, and insufficient resources (Emebet Haile. 2021; MoE, 2024). International evidence highlights that the effectiveness of strategies depends on systematic implementation and contextual support (Utomo et al., 2019; Sharif et al., 2024).

The empirical evidence highlights several factors influencing listening instruction in Ethiopian EFL classrooms. Teacher-related challenges, including limited training, large class sizes, and reliance on traditional methods, are particularly pronounced in government schools and constrain consistent strategy application. Learner-related issues, such as low motivation, anxiety, and restricted exposure to authentic input, further impede strategy use and comprehension. Contextual differences between private and government schools, especially regarding resources, class sizes, and instructional support, appear to shape differences in listening outcomes.

While structured strategies such as pre- listening, while listening and post listening activities, formative assessment, and authentic materials enhance listening proficiency, their implementation remains uneven across school types. These findings reveal gaps in instructional practices and contextual support, forming the rationale for the present study, which aims to

examine teacher and learner challenges, compare private and government school practices, and evaluate the implementation of listening strategies in Shakiso Town.

2.8. Assessment of Listening Skills in EFL Classrooms

Assessment plays a vital role in shaping the teaching and learning of listening skills because it determines what teachers prioritize and how learners engage with the skill. In many EFL contexts, including Ethiopia, assessment practices often face constraints such as limited resources, large class sizes, and exam-oriented curricula, which affect the quality, fairness, and authenticity of listening evaluation. This section reviews theoretical principles, current practices, and key challenges related to assessing listening skills, drawing on Ethiopian and international perspectives.

Effective listening assessment is built on the principles of construct validity, authenticity, and reliability (Bachman & Palmer, 2022). Assessment tasks should reflect real-life listening situations, measure both comprehension and interpretation, and avoid construct-irrelevant factors that may distort results (Field, 2010). In the literature, two main approaches are highlighted: discrete-point assessment, which evaluates specific language components such as vocabulary and grammar, and integrative or communicative assessment, which emphasizes overall comprehension and the processing of meaning in context. Modern assessment frameworks, such as the Common European Framework of Reference (CEFR), advocate for authentic, performance-based listening tasks that combine bottom-up (decoding) and top-down (inference) processes, although these are often difficult to implement fully in resource-limited contexts.

Research indicates that listening assessment in Ethiopian secondary schools is often minimal or absent. Research by Emebet Haile (2021) and MoE (2024) indicates that summative exams in most schools—particularly government institutions—focus heavily on reading comprehension and grammar, with listening either excluded or tested indirectly through written questions. Minwuyelet A. Desta (2019) indicates that a considerable number of teachers exclude listening assessments owing to overcrowded classrooms, insufficient access to audio equipment, and ambiguities in the national curriculum guidelines. Private schools tend to show slightly better practices. Study by Amanuel Y. Wodebo (2019) reveals that some private institutions incorporate listening tasks using recorded materials or oral questioning, although these efforts

remain inconsistent. However, pressure from high-stakes national exams still discourages comprehensive listening assessment in both private and government schools.

Studies from other EFL contexts show similar gaps between theoretical ideals and classroom realities. For instance, research in Morocco, Slimani and Moubtassimi (2023) found that listening is rarely assessed independently and often treated as a minor component of oral testing. In Indonesia, Utomo et al. (2019) reported that while curricula mandate integrated listening assessment, large classes and lack of audio resources make authentic assessment impractical. These challenges mirror the Ethiopian context. Conversely, some countries, such as Japan and South Korea, have introduced computer-based listening tests to address logistical barriers (Buck, 2001; Sharif et al., 2024). In contrast, resource-rich contexts often adopt task-based assessments, interactive listening activities, and portfolio assessment, which promote learner autonomy and strategy use (Vandergrift & Goh, 2012). These practices provide positive washback effects, unlike the predominantly paper-and-pencil, reading-oriented assessments common in Ethiopia.

Ethiopian and comparative studies identify several systemic issues that hinder effective listening assessment, including resource limitations, limited teacher training, curricular misalignment prioritizing reading and grammar, and classroom constraints such as large classes and time pressures. Collectively, these challenges reduce the emphasis on listening, limiting both teacher engagement and learner motivation. Although this study does not directly investigate assessment, understanding these systemic issues provides important context for interpreting challenges in teaching and learning listening skills in both government and private schools. These assessment-related constraints influence how listening skills are taught and learned in both private and government schools, which is central to the present study.

2.9. Theoretical Frameworks

This study is grounded in two theoretical perspectives: the Metacognitive Model of Listening (Goh, 2008) and the Communicative Language Teaching (CLT) approach (Richards, 2008). Together, these frameworks provide a foundation for understanding the challenges of teaching and learning listening skills and evaluating the strategies employed in Ethiopian EFL classrooms.

2.9.1. The Metacognitive Model Approach

The Metacognitive Model emphasizes the role of awareness and self-regulation in listening comprehension, advocating that effective instruction should develop learners' abilities to plan, monitor, and evaluate their listening processes rather than focusing solely on comprehension questions. It identifies three core dimensions: planning, which involves preparing for listening tasks through prediction and goal setting; monitoring, which entails checking comprehension during the listening process; and evaluation, which involves reflecting on the effectiveness of strategies used after the task. In the EFL context, these principles are particularly relevant, as learners often face challenges such as rapid speech, unfamiliar vocabulary, and difficulties maintaining concentration (Goh, 2000; Melaku B. Workie, 2019). Empirical studies further suggest that classroom practices, especially in government schools, are predominantly teacher-centered and seldom provide structured opportunities for developing metacognitive skills.

2.9.2. The Communicative Language Teaching (CLT) Approach

The CLT approach (Richards, 2008) emphasizes meaning-focused interaction and authentic language use, with listening as a central skill because it enables real communication. Key principles of CLT include the use of authentic materials, integration of skills, and interactive tasks that require negotiation of meaning. In Ethiopian EFL contexts, empirical studies suggest that these principles are only partially implemented. Although teachers often recognize the importance of listening, research indicates a strong reliance on textbook-based exercises and minimal use of authentic listening materials (Minwuyelet Andualem, 2019; MoE, 2024). Constraints such as large class sizes, limited instructional time, and insufficient resources further restrict the consistent application of interactive, CLT-based strategies. While comparative evidence specifically examining private and government schools in Ethiopia is limited, studies in similar EFL contexts show that school type, resource availability, and teacher training significantly influence the extent to which CLT-oriented listening activities are effectively implemented (Amanuel Y. Wodebo, 2019; Birhan Assefie, 2020). This literature underscores that, although CLT principles offer a valuable framework for developing listening skills, systemic and contextual barriers in Ethiopian classrooms such as class size, lack of materials, and teacher preparedness often hinder their consistent application.

2.9.3. Alignment with MoE's Competency-Based Curriculum

The Ethiopian Ministry of Education (MoE, 2024) promotes a competency-based curriculum that emphasizes active learning, learner autonomy, and the integration of language skills. This curriculum aligns with both the Metacognitive Model of Listening and CLT principles, as it encourages learners to engage in meaningful communication and to use strategies for planning, monitoring, and evaluating their listening comprehension.

Together, these frameworks guide the interpretation of teacher and learner challenges examined in this study.

Empirical evidence from Ethiopian classrooms, however, suggests a gap between the intended policy and actual classroom practice. Teachers often face challenges such as limited training in strategy-based listening instruction, large class sizes, and insufficient access to authentic listening materials (Minwuyelet Andualem, 2019; MoE, 2024). Studies in comparable EFL contexts indicate that these constraints can hinder the consistent application of competency-based and communicative teaching approaches, resulting in an uneven implementation of listening-focused activities (Amanuel Y. Wodebo, 2019; Birhan Assefie, 2020). This literature underscores that while the competency-based curriculum provides a theoretically supportive framework for listening instruction, contextual barriers—including resource limitations, teacher preparedness, and classroom realities—often impede its full operationalization in Ethiopian Grade 8 English classrooms.

Previous studies on listening skills in Ethiopian EFL classrooms have provided valuable insights into teacher and learner challenges, but critical gaps remain regarding Grade 8 classrooms, comparative contexts (private vs. government schools), and alignment with theoretical and policy frameworks such as the Metacognitive Model of Listening (Goh, 2008), Communicative Language Teaching (CLT), and the 2024 MoE competency-based curriculum.

First, existing research has primarily focused on upper secondary and tertiary contexts, leaving Grade 8 classrooms largely underexplored. For example, Minwuyelet Andualem (2019) examined the challenges faced by Grade 11 EFL teachers in teaching listening and reported that more than half of the listening lessons were neglected due to pedagogical limitations, low

motivation, and overreliance on textbooks. While this study emphasized the lack of structured pre listening, while listening, and post-listening activities, it neither addressed Grade 8 learners nor investigated how these challenges manifest in different school types (Minwuyelet Andualem, 2019). Similarly, Melaku B. Workie (2019) explored factors affecting listening comprehension among Grade 9 students, identifying vocabulary difficulty, fast speech, and limited exposure to authentic materials as major barriers. However, this study was restricted to a single secondary school, did not compare private and government contexts, and failed to examine instructional alignment with metacognitive or CLT principles. By focusing on Grade 8 classrooms, the present study addresses these contextual gaps and extends the analysis to two distinct school types.

Second, although a few studies have examined listening at the primary level, they lack comparative or theory-driven analyses. Emebet Haile (2021) investigated factors affecting listening instruction in a Grade 7 classroom, highlighting challenges such as teacher-centered methods, lack of strategy use, and insufficient time allocation. However, the study was confined to a single school and did not compare instructional practices across private and government institutions or evaluate their consistency with policy and theoretical frameworks. Similarly, Gilakjani and Sabouri (2016), through a literature review, identified common difficulties in listening comprehension and emphasized the importance of strategy instruction but did not empirically analyze classroom realities in Ethiopian contexts or assess differences across school types. This leaves a gap for a comparative, multi-school investigation grounded in theory and policy alignment, something this study seeks to fulfill.

Third, much of the existing research on listening strategy instruction has concentrated on university contexts, which restricts its relevance for younger learners. For example, studies by Busha et al. (2022) and Belilew M. Gebre & Girma G. Tadess (2015) demonstrated that explicit strategy training substantially improved listening achievement and learner motivation at the tertiary level. Although these findings highlight the effectiveness of metacognitive and socio-affective strategies, both studies did not investigate how such strategies are practiced or overlooked in Grade 8 EFL classrooms, nor did they consider variations across school types. The present study bridges this gap by exploring whether and how teachers employ listening strategies in both private and government schools and by evaluating their perceived effectiveness in real classroom contexts.

Fourth, although comparative studies exist in Ethiopian EFL research, they primarily focus on speaking skills rather than listening. Tole Aga (2022) and Amanuel Y. Wodebo (2019) both revealed significant differences between private and government schools in promoting speaking proficiency, with private schools offering more interactive opportunities and better resources. Similarly, Asefa A. Woldatsadik (2017) examined differences in educational quality between school types, noting disparities in management and resource allocation. However, none of these studies investigated whether such systemic differences influence the teaching and learning of listening skills, despite listening being a foundational communicative skill in CLT-based pedagogy. This study fills that gap by conducting a comparative analysis of listening instruction and challenges across private and government schools at the Grade 8 level—an area unexplored in previous research.

Fifth, prior research on classroom practices often identified inconsistencies between teachers' beliefs and their actual implementation of communicative approaches, but it lacked empirical evaluation of listening-specific instruction within Ethiopian policy frameworks. For example, Addisu et al. (2025) found that university instructors strongly supported integrated listening-speaking instruction but rarely practiced it effectively due to resource constraints and planning gaps.

Likewise, Mebratu Mulatu & Woldemariam Bezabih (2018) highlighted teachers' positive attitudes toward active learning but reported minimal classroom implementation. However, neither study assessed listening practices at the grade 8 level or considered how these practices align with the MoE's competency-based curriculum (2024), which emphasizes learner autonomy and integrated skills. This study responds to that omission by evaluating whether listening instruction in Grade 8 classrooms of Shakiso Town schools reflects these curricular principles and theoretical orientations.

In summary, existing studies have advanced understanding of listening challenges in EFL contexts but remain limited in scope, level, and theoretical integration. They predominantly target secondary or tertiary education, overlook comparative analysis between private and government schools, and fail to link classroom realities to metacognitive and communicative frameworks or national policy goals. By focusing on Grade 8 classrooms in private and government schools in Shakiso Town, adopting a comparative design, and grounding the

analysis in the Metacognitive Model of Listening and CLT, this study addresses these critical gaps and contributes both theoretically and practically to the field of listening pedagogy in Ethiopian EFL classrooms.

3. RESEARCH METHODOLOGY

This chapter presents an overview of the research design, participants of the study, sample size and sampling techniques, data gathering tools, data gathering procedures, data analysis procedure, and ethical considerations.

3.1. Research Design

This study sought to examine how listening skills are taught in Grade 8 EFL classrooms in both private and government schools in Shakiso Town. To address the research questions from multiple angles, a convergent parallel mixed-methods design was adopted. In this approach, quantitative and qualitative data are generated within the same phase of the study, yet each set is examined on its own terms before the results are brought together. As noted by Creswell and Plano Clark (2023), the strength of this design lies in its ability to study a single issue through different types of evidence and then integrate the findings to form a more balanced interpretation.

In this study, the questionnaire data provided numerical patterns about teachers' practices and students' experiences, while the interviews and classroom observations offered descriptive explanations that helped clarify or extend those patterns. Triangulating these independent strands of evidence increased the credibility of the findings by showing where the two types of data supported each other or suggested complementary perspectives.

The design is also practical for educational research settings where time and resources may be limited, as collecting data concurrently helps maintain efficiency (Tashakkori, Johnson, & Teddlie, 2020). After each dataset was analyzed independently, the findings were compared and merged to show areas of convergence, divergence, and elaboration, consistent with guidance from Bazeley (2017).

This design is especially suitable for exploring complex educational challenges, such as teaching and learning listening skills, which involve multiple dimensions, including teacher experiences, student perceptions, and classroom contexts (Schoonenboom & Johnson, 2017). By allowing quantitative trends and qualitative insights to complement one another, this design offered a

comprehensive picture of how listening is approached in Grade 8 EFL classrooms across private and government schools in Shakiso Town.

3.2. Population of the Study

The population of this study consisted of Grade 8 students and English language teachers in private and government schools offering Grade 8 in Shakiso Town. Although not all schools in the town offer Grade 8 education, twelve schools—seven private and five governments—provided Grade 8 classes and thus constituted the target population. From these schools, both teachers and students were sampled to ensure adequate representation of the government and private schools.

The teacher population comprised 28 EFL teachers (16 from private schools and 12 from government schools). Given the manageable size, a census (whole-population) sampling approach was employed, allowing all teachers to participate in the questionnaire. Additionally, four teachers (two from government and two from private schools) were purposively selected for semi-structured interviews to facilitate an in-depth exploration of teaching practices, challenges, and perceptions.

The student population included 1,678 Grade 8 learners (492 from private schools and 1,186 from government schools). A sample of 323 students (95 from private schools and 228 from government schools) was drawn using proportional stratified random sampling to ensure accurate representation of each subgroup. Specifically, 141 students were selected from Udeyi government School (out of 157), 87 from Dugo government school (out of 97), 58 from FIO Afan Oromo Branch Private School (out of 82), and 37 from Waliif Academy (out of 52). This sampling procedure ensured that each school type was proportionally represented, supporting valid and reliable comparisons of the findings.

3.3. Sample Size and Sampling Technique

To ensure fair and proportional representation of both private and government schools offering Grade 8, proportional stratified random sampling was employed. This technique is appropriate for heterogeneous populations where subgroups, such as private and government schools, must

be adequately represented, thereby enhancing the validity and reliability of the findings (Makwana, Engineer, Dabhi, & Chudasama, 2023).

The study population comprised twelve schools in Shakiso Town that offer Grade 8. After stratification, four schools (two private and two government schools) were randomly selected using the lottery method, ensuring equal selection chances and minimizing bias (Flick, 2015).

The total student population across the twelve schools was 1,678 (492 in private schools and 1,186 in government schools). From this, a sample of 323 students was drawn using proportional stratified sampling so that each school's contribution matched its share in the population. The proportional allocation formula used was:

$$\text{Sample for each school} = \frac{\text{Total students in each school}}{\text{Total students in population}} \times \text{Total sample size}$$

Applying this formula, the distribution of students across the selected schools was as follows:

- Udeyi Government School: 141 students (from 157)
- Dugo Government School: 87 students (from 97)
- FIO Afan Oromo Branch (Private): 58 students (from 82)
- Waliif Academy (Private): 37 students (from 52)

The teacher population across the twelve schools was 28 EFL teachers (16 in private schools and 12 in government schools). Due to the manageable size, a census approach was adopted, allowing all teachers to participate in the questionnaire.

For qualitative data, four teachers (two from government and two from private schools) were purposively selected for semi-structured interviews to provide deeper understanding into teaching practices and challenges. Additionally, four classroom observations (two in each sampled school) were conducted to validate and triangulate findings from the questionnaires and interviews.

3.4. Data Gathering Tools

This study employed three main instruments: questionnaires, a semi-structured interview guide, and a classroom observation checklist. The student and teacher questionnaires were designed to gather quantitative data on challenges in teaching and learning listening skills, while the interview and observation checklist provided deeper understandings into classroom practices and perceptions.

All instruments—the student and teacher questionnaires, semi-structured interview guide, and classroom observation checklist—were self-developed to ensure alignment with the study’s objectives and contextual relevance to its specific focus on teaching and learning listening skills in EFL classrooms across governmental and private schools offering Grade 8. Their development was guided by key literature on listening strategies (Goh, 2000; Vandergrift, 2007; Gilakjani & Sabouri, 2016; Busha et al., 2022) as well as the FDRE Ministry of Education (2024). The use of self-developed instruments is widely recognized in educational research when standardized tools are unavailable or insufficiently sensitive to specific contexts and populations (Creswell & Creswell, 2017; Fraenkel and Wallen (1990). A pilot study with 15 Grade 8 students and 3 EFL teachers from a non-sampled school in Shakiso Town was conducted to test clarity, feasibility, and relevance, leading to minor refinements before the main data collection.

3.4.1. Questionnaires

Questionnaires are widely regarded as effective tools for collecting data on participants’ experiences, perceptions, and practices (Ghanad, 2023). Therefore, the student and teacher questionnaires were utilized as the primary data collection instruments in this study. The student questionnaire captured learners’ perceptions of listening challenges and classroom practices, comprising three sections: demographic information, seven Likert-scale items on listening difficulties, and eight items on instructional practices and resource use, all rated on a five-point Likert scale. Similarly, the teacher questionnaire examined instructional challenges, teaching strategies, and perceptions of effectiveness, and was structured with demographic information, seven items on teaching challenges, and eight items on pedagogical strategies and classroom practices. The teacher questionnaire was administered to all 28 EFL teachers across twelve

schools, while the student questionnaire was distributed to a proportionally stratified sample of 323 students to ensure representative coverage of both school types.

To ensure clarity and avoid potential language-related barriers, the student questionnaire was translated into Afaan Oromo, the local language most familiar to participants. During administration, the researcher read the translated version aloud to the students, as some technical terms in English might have been difficult for them to fully understand. This approach was intended to enhance comprehension, minimize misinterpretation, and strengthen the validity of the responses collected.

3.4.2. Interviews

Semi-structured interviews allow the researcher to explore participants' perceptions, reflections, and experiences in depth, enabling follow-up questions and probing for clarification (Kvale & Brinkmann, 2009; Cohen, Manion, & Morrison, 2018). Hence, semi-structured interviews were conducted with four purposively selected EFL teachers, two from government schools and two from private schools, to explore their experiences, challenges, strategies, and perceptions regarding listening instruction. The interviews focused on five areas: teachers' professional background, challenges in teaching listening, instructional practices and strategies, available school support, and perceptions of improvements needed for effective listening instruction. The flexible format allowed participants to provide in-depth contextual evidence that complemented questionnaire and observation data.

3.4.3. Classroom Observation

Classroom observation is a tool to capture actual practices, behaviors, and interactions in teaching and learning, often showing differences between what people say they do and what actually happens (Creswell & Creswell, 2017). Thus, four classroom observations, two in each sampled school, were conducted to triangulate data and validate findings from questionnaires and interviews. Observations focused on the teaching and learning of listening skills, including instructional methods, student engagement, classroom interactions, and resource use. This method provided context-rich evidence of actual classroom practices and revealed any differences between reported practices and observed behaviors, thus enhancing the credibility of the study's findings.

3.5. Data Gathering Procedure

The data for this study were collected using questionnaires, interviews, and classroom observations, focusing on both the teaching and learning of listening skills. Before the main data collection, a pilot study was conducted with 15 Grade 8 students and 3 EFL teachers from a non-sampled school offering Grade 8. The pilot tested the clarity, validity, and feasibility of the instruments. Based on feedback, minor adjustments were made to the wording of questionnaire items and interview questions, after which the tools were deemed suitable for the main study. This process strengthened the reliability and credibility of the instruments.

Following the pilot, participants for the main study were identified and selected using proportional stratified sampling for students and census sampling for teachers. Questionnaires were distributed to all 28 EFL teachers and 323 selected students. The teacher questionnaires explored instructional practices, challenges in teaching listening, and perceptions of students' learning difficulties, while the student questionnaires focused on learning experiences, listening challenges, and perceptions of the effectiveness of teaching strategies.

After administering the questionnaires, semi-structured interviews were conducted with four purposively selected teachers (two from government and two from private schools) to provide deeper insights into instructional practices and challenges. The semi-structured format allowed flexibility for follow-up questions, capturing data that could not be obtained through questionnaires alone. In addition, four classroom observations—two in government schools and two in private schools—were conducted to gather contextual evidence of actual classroom practices. Observations focused on the teaching and learning of listening skills, including instructional methods, student engagement, classroom interactions, and use of resources.

3.5.1. Lessons Learned from the Pilot Study

The pilot study provided several practical insights that strengthened the quality and clarity of the research instruments. First, some students reported difficulty understanding certain technical terms in the English version of the questionnaire, which informed the decision to provide an Afaan Oromo translation and read items aloud during administration. Second, a few questionnaire items were found to be ambiguous or repetitive, leading to minor revisions in wording and structure to improve clarity and flow. Third, the pilot revealed that the estimated

time for completing the student questionnaire was slightly longer than expected; therefore, the researcher adjusted the administration process to allow sufficient time and minimize pressure on participants. Finally, the pilot confirmed that the interview questions effectively elicited relevant information but required slight reordering to enhance logical flow. Overall, these lessons refined the data collection tools and procedures, improving their validity, reliability, and feasibility for the main study.

3.6. Data Analysis Procedures

This design enabled the simultaneous collection, separate analysis, and subsequent integration of quantitative and qualitative data to provide a richer interpretation of the research problem (Creswell and Plano Clark, 2023). Data from student and teacher questionnaires were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics (means, frequencies, and percentages) were computed to summarize responses and illustrate patterns in teaching and learning practices. Independent samples t-tests were applied to examine potential differences between government and private schools, ensuring that subgroup variations were statistically tested. The internal consistency of scale-based items was assessed using Cronbach's alpha to confirm reliability. Demographic variables, including gender, age, qualification, teaching experience, training received, and school type, were also analyzed to contextualize findings and support subgroup comparisons. Qualitative data from semi-structured interviews with four EFL teachers (two from government schools and two from private schools) and classroom observations were analyzed thematically, following Braun and Clarke's (2006) six-step framework. Interview transcripts and observation notes were coded systematically to identify recurring ideas, which were then grouped into categories and organized into broader themes. This thematic analysis provided insights into classroom practices, instructional challenges, and the effectiveness of listening activities, offering deeper understanding of the teaching-learning process.

Integration of findings followed an interpretive process where quantitative results from student and teacher questionnaires were first analyzed and interpreted separately for government and private schools, and qualitative insights from interviews and classroom observations were examined independently. These separate interpretations were then compared and connected to identify convergence, divergence, and complementarity across data sources. This multi-source

triangulation enhanced the credibility, reliability, and validity of the study's findings (Flick, 2018).

3.7. Ethical Considerations

The study adhered to established ethical standards to protect participants and maintain research integrity. Permission was obtained from school authorities, and informed consent was secured from all participants after explaining the study's purpose, voluntary participation, and the right to withdraw at any time. Confidentiality and anonymity were ensured by avoiding personal identifiers and reporting data in aggregate form. During interviews and observations, the researcher acted professionally, minimized disruptions, and respected participants' privacy. All data were securely stored and used only for research purposes. These measures upheld participants' rights and ensured the transparency and credibility of the study (Creswell & Creswell, 2017; Denzin, 2017).

4. DATA ANALYSIS, RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of data collected through student and teacher questionnaires, semi-structured interviews, and classroom observations.

Demographic variables such as gender, age, qualification, teaching experience, training, and school type were included to profile participants and support subgroup analysis; however, the primary focus remains aligned with the research objectives and questions outlined in Chapter One.

The findings are organized into two main sections: quantitative results followed by qualitative results. First, participants' demographic characteristics are described to provide context. Next, quantitative data from student and teacher questionnaires are analyzed using descriptive statistics and independent samples t-tests.

This is followed by a thematic presentation of qualitative data from teacher interviews and classroom observations. Finally, a summary section integrates key findings across all data sources to provide a comprehensive view of the research problem.

4.1. Students and Teachers Background Information

This section presents the background information of the study participants. Data were collected from students and teachers in both private and government schools offering Grade 8 in Shakiso Town. The purpose of this section is to describe respondents' demographic characteristics to provide context for the findings presented in subsequent sections.

4.1.1. Student Background Information

A total of 323 students participated in this study, of which 95 were from private schools and 228 from government schools. The table 1 and 2 below summarizes their demographic characteristics:

Table 1: Government School Students' Background Information

Age Group	Male	Female	Total
11–13 years	8	11	19
14–16 years	66	100	166
17 years and above	26	17	43
Total	100	128	228

As shown in Table 1, among the 228 government school students, the majority were in the 14–16 age group (72.8%), followed by those aged 17 years and above (18.9%) and those aged 11–13 years (8.3%). The gender distribution indicates a slight majority of female students (56.1%, n = 128) compared to male students (43.9%, n = 100).

Table 2: Private School Students' Background Information

Age Group	Male	Female	Total
11–13 years	2	0	2
14–16 years	42	45	87
17 years and above	5	1	6
Total	49	46	95

Table 2 presents the age and sex distribution of students from private schools. Among the 95 students, 49 (51.6%) were male and 46 (48.4%) were female. The largest proportion (91.6%) were aged 14–16 years, while 2.1% were aged 11–13 years and 6.3% were 17 years or older.

As shown in Tables 1 and 2, students from both school types were predominantly in the 14–16 age group. However, government schools had a slightly higher proportion of students aged 17 and above. This may reflect differences in enrollment age or other factors, but no additional analysis of age, or gender-related effects was conducted, as these variables were beyond the primary scope of the study.

4.1.2. Teachers Background Information

A total of 28 English language teachers participated in the study, 16 from private schools and 12 from government schools. Their demographic profiles are presented in Tables 3 and 4.

Table 3: Demographic Profile of Government School English Teachers

Variable	Category	Male	Female	Total
Gender	—	9	3	12
	Under 25	0	0	0
Age Group	26–35 years	8	3	11
	36–45 years	1	0	1
Qualification	Diploma	6	3	9
	Degree	3	0	3
	MA	0	0	0
Experience	1–5 years	4	0	4
	6–10 years	4	1	5
	11–15 years	0	2	2
	Above 15 years	1	0	1
Training	Yes	6	3	9
	No	3	0	3

Table 3 summarizes the demographic profile of the 12 government school English teachers. Nine were male (75%) and three were female (25%). Most participants (91.7%) were aged 26–35 years, and the majority (75%) held a diploma. Three teachers (25%) held a degree, and none held an MA. Regarding teaching experience, most had between 1 and 10 years, and no teacher reported more than 15 years. Three-quarters (75%) had received training related to teaching listening skills.

Table 4: Demographic Profile of Private School English Teachers

Variable	Category	Male	Female	Total
Gender	—	13	3	16
	Under 25	1	1	2
Age Group	26–35 years	9	1	10
	36–45 years	1	1	2
	Above 45 years	2	0	2
	Diploma	2	0	2
Qualification	Degree	9	3	12
	MA	2	0	2
Experience	1–5 years	4	1	5
	6–10 years	6	1	7
	11–15 years	1	1	2
	Above 15 years	2	0	2
Training	Yes	9	2	11
	No	4	1	5

Table 4 shows the demographic background of the 16 private school English teachers. The group consisted mainly of male teachers (81.3%), with the majority (62.5%) aged between 26 and 35 years. Most held a degree (75%), while two teachers (12.5%) had an MA. Regarding teaching experience most had between 1 and 10 years (43.8% for 1–5 years and 43.8% for 6–10 years). About 68.8% reported having received training in teaching listening skills.

As shown in Tables 3 and 4, private school teachers generally had higher academic qualifications than government school teachers, while both groups showed similar patterns in teaching experience. Additionally, a slightly higher proportion of government school teachers had received training related to teaching listening skills compared to their private school counterparts.

4.2. Analysis of Teaching Strategies and their Perceived Effectiveness

This section addresses Research Question 1, which the strategies EFL teachers use to teach listening and how effective these strategies are perceived to be by both teachers and students. The analysis draws on four data sources: the student questionnaire (Section C), the teacher questionnaire (Section C), semi-structured teacher interviews, and classroom observation checklists from listening lessons. The integration of these sources provides a multi-angled understanding of classroom practices, highlighting both convergences and divergences between students' and teachers' reported experiences and actual observed instructional practices. The presentation follows a structured approach: first, descriptive statistics from the student and teacher questionnaires are reported separately for government and private schools; next, comparative tables illustrate differences between school types; then, qualitative interpretations from teacher interviews and classroom observations are incorporated to contextualize and explain the quantitative trends.

4.2.1. Government Schools Students' Responses on Teaching Strategies (SQ Section C)

Table 5: Government Schools Students' Responses on Teaching Strategies

Item	Description	N	SD n (%)	D n (%)	N n (%)	A n (%)	SA n (%)	Mean	Std. Dev.
Q8	My teacher plays English audio (e.g., recordings, videos)	228	128 (56.1)	91 (39.9)	8 (3.6)	1 (0.4)	—	1.52	0.72
Q9	My school has audio equipment (e.g., speakers, radios)	228	39 (17.1)	52 (22.8)	21 (9.2)	88 (38.6)	28 (12.3)	3.06	1.34
Q10	I understand the teacher's English when s/he speaks slowly	228	17 (7.5)	26 (11.4)	14 (6.1)	116 (50.9)	55 (24.1)	3.73	1.17
Q11	We do listening activities that follow the textbook closely	228	27 (11.8)	37 (16.2)	18 (7.9)	96 (42.1)	50 (22.0)	3.46	1.32
Q12	I am encouraged to ask questions after listening activities	228	17 (7.5)	24 (10.5)	16 (7.0)	102 (44.7)	69 (30.3)	3.80	1.20
Q13	We discuss the listening task before and after doing it	228	24 (10.5)	21 (9.2)	23 (10.1)	107 (46.9)	53 (23.2)	3.63	1.23
Q14	I learn better when the teacher uses pictures/visuals	228	19 (8.3)	15 (6.6)	13 (5.7)	108 (47.4)	73 (32.0)	3.88	1.18
Q15	Our classroom has materials/resources for listening practice	228	138 (60.5)	58 (25.4)	3 (1.3)	13 (5.7)	16 (7.0)	1.73	1.19

The responses from government school students (Table 5) show clear differences in how various teaching strategies are practiced. The highest mean score was recorded for Q14, *"I learn better when the teacher uses pictures/visuals"* ($M = 3.88$, $SD = 1.18$). This indicates that a large majority of students agreed that visual aids are very helpful for improving their listening comprehension. A similarly high score was given for Q12, *"I am encouraged to ask questions after listening activities"* ($M = 3.80$, $SD = 1.20$), suggesting that students generally feel supported in interacting with the teacher after listening tasks.

Q10, “*I understand the teacher’s English when s/he speaks slowly*”, also scored highly ($M = 3.73$, $SD = 1.17$), indicating that clear and slow speech from the teacher helps most students follow the lesson well. Q13, “*We discuss the listening task before and after doing it*”, had a moderately high mean ($M = 3.63$, $SD = 1.23$), reflecting that pre- and post-listening discussions are practiced in many classes, although not always consistently. Similarly, Q11, “*We do listening activities that follow the textbook closely*”, scored $M = 3.46$, $SD = 1.32$, showing that most students agreed with this statement, but opinions were somewhat more varied.

In the mid-range, Q9, “*My school has audio equipment (e.g., speakers, radios)*”, had a mean of 3.06 ($SD = 1.34$), which suggests that while some schools are adequately equipped, others still lack basic audio resources for listening activities.

The lowest scores were for Q15, “*Our classroom has materials/resources for listening practice*” ($M = 1.73$, $SD = 1.19$), and Q8, “*My teacher plays English audio (e.g., recordings, videos)*” ($M = 1.52$, $SD = 0.72$). These results clearly show that most students rarely experience authentic English audio input in their classes, and that access to listening practice materials is very limited.

Generally, the data suggest that while government school teachers make good use of visuals, clear speech, and question-and-answer activities, there are serious gaps in the availability and use of listening resources, especially authentic audio materials.

4.2.2. Private Schools Students' Responses on Teaching Strategies (SQ Section C)

Table 6: Private Schools Students' Responses on Teaching Strategies

Item	Description	N	SD n (%)	D n (%)	N n (%)	A n (%)	SA n (%)	Mean	Std. Dev.
Q8	My teacher plays English audio (e.g., recordings, videos)	95	11 (11.6)	16 (16.8)	5 (5.3)	41 (43.2)	22 (23.2)	3.49	1.33
Q9	My school has audio equipment (e.g., speakers, radios)	95	3 (3.2)	5 (5.3)	9 (9.5)	46 (48.4)	32 (33.7)	4.04	0.97
Q10	I understand the teacher's English when s/he speaks slowly	95	—	—	—	52 (54.7)	43 (45.3)	4.45	0.50
Q11	We do listening activities that follow the textbook closely	95	14 (14.7)	21 (22.1)	7 (7.4)	37 (38.9)	16 (16.8)	3.21	1.36
Q12	I am encouraged to ask questions after listening activities	95	—	1 (1.1)	1 (1.1)	41 (43.2)	52 (54.7)	4.52	0.58
Q13	We discuss the listening task before and after doing it	95	—	6 (6.3)	5 (5.3)	39 (41.1)	45 (47.4)	4.29	0.84
Q14	I learn better when the teacher uses pictures/visuals	95	—	4 (4.2)	6 (6.3)	37 (38.9)	48 (50.5)	4.36	0.78
Q15	Our classroom has materials/resources for listening practice	95	71 (74.7)	16 (16.8)	2 (2.1)	—	6 (6.3)	1.46	1.03

As it can be seen in the above Table 6, the responses from private school students reveal clear patterns in how different teaching strategies are used in listening classes. The highest mean score was for Q12, *"I am encouraged to ask questions after listening activities"* (M = 4.52, SD = 0.58). This shows that most students feel supported and motivated to ask questions and interact with their teachers after listening tasks.

Following this, Q10, *"I understand the teacher's English when s/he speaks slowly"*, had a mean of 4.45 and a low standard deviation of 0.50. This indicates strong and consistent agreement that slow and clear speech helps students understand better.

Q14, *“I learn better when the teacher uses pictures/visuals”* ($M = 4.36$, $SD = 0.78$), also scored highly. This highlights the important role of visual aids in helping students improve their listening skills.

Similarly, Q13, *“We discuss the listening task before and after doing it”*, received a mean of 4.29 ($SD = 0.84$), showing that many teachers use pre- and post-listening discussions to support understanding.

Regarding resources, Q9, *“My school has audio equipment (e.g., speakers, radios)”*, scored 4.04 ($SD = 0.97$), which suggests that most private schools provide adequate audio equipment for listening practice. Items with moderate mean scores included Q8, *“My teacher plays English audio (e.g., recordings, videos)”* ($M = 3.49$, $SD = 1.33$), indicating that authentic English audio is used fairly often, but not consistently in all classes. Also, Q11, *“We do listening activities that follow the textbook closely”*, scored 3.21 ($SD = 1.36$), reflecting mixed experiences about the use of textbook-based listening tasks.

The lowest score was for Q15, *“Our classroom has materials/resources for listening practice”* ($M = 1.46$, $SD = 1.03$). This clearly shows a lack of physical materials to support listening practice in many private school classrooms. The higher standard deviations for some items, especially Q8 and Q11, indicate that student experiences vary more widely for these practices compared to others.

4.2.3. Comparison of Private and Government Students' Mean Scores on Teaching Strategies

Table 7: Comparison of Private and Government Students' Mean Scores on Teaching Strategies

Item Code	Item Description	Private			Government			Mean Difference ¹
		Mean	N	SD	Mean	N	SD	
Q8	My teacher plays English audio (e.g., recordings, videos) to help us practice listening	3.49	95	1.32	1.52	228	0.72	1.97
Q9	My school has audio equipment (e.g., speakers, radios) for listening activities	4.04	95	0.97	3.06	228	1.34	0.98
Q10	I understand the teacher's English when he/she speaks slowly and clearly	4.45	95	0.50	3.73	228	1.17	0.72
Q11	We do listening activities that follow the textbook closely	3.21	95	1.36	3.46	228	1.32	-0.25
Q12	I am encouraged to ask questions after listening activities	4.52	95	0.58	3.80	228	1.20	0.72
Q13	We discuss the listening task before and after doing it	4.29	95	0.84	3.63	228	1.23	0.66
Q14	I learn better when the teacher uses pictures or visuals during listening	4.36	95	0.78	3.88	228	1.18	0.48
Q15	Our classroom has the materials and resources needed to practice listening effectively	1.46	95	1.03	1.73	23	1.19	-0.27

Note. ¹ Mean Difference calculated as Private Mean – Government Mean; positive values indicate higher scores for private school students, negative values indicate higher scores for government school students.

According to the above Table 7, the comparison between private and government school students' responses shows several clear differences in teaching strategies for listening skills.

Private school students reported noticeably higher scores on several items. For example, in the use of English audio materials such as recordings and videos (Q8), private students had a mean score of 3.49 (SD = 1.33), while government students scored 1.52 (SD = 0.72), giving a large difference of 1.97 points. Access to audio equipment for listening activities (Q9) was also higher in private schools, with a mean of 4.04 (SD = 0.97) compared to 3.06 (SD = 1.34) in government schools, a difference of 0.98 points. Understanding the teacher's English when spoken slowly

and clearly (Q10) was rated 4.45 (SD = 0.50) in private schools and 3.73 (SD = 1.17) in government schools, showing a gap of 0.72 points. Encouragement to ask questions after listening activities (Q12) was also stronger in private schools (M = 4.52, SD = 0.58) than in government schools (M = 3.80, SD = 1.20), with the same gap of 0.72 points. Discussing the listening task before and after doing it (Q13) scored 4.29 (SD = 0.84) in private schools versus 3.63 (SD = 1.23) in government schools, a difference of 0.66 points. Similarly, the use of pictures or visuals during listening (Q14) had a mean of 4.36 (SD = 0.78) for private schools and 3.88 (SD = 1.18) for government schools, a gap of 0.48 points.

In contrast, government school students scored slightly higher on two items. Doing listening activities that follow the textbook closely (Q11) was rated 3.46 (SD = 1.32) in government schools and 3.21 (SD = 1.36) in private schools, a difference of 0.25 points in favor of government schools. The availability of classroom resources for listening (Q15) was rated 1.73 (SD = 1.19) in government schools and 1.46 (SD = 1.03) in private schools, giving a 0.27-point advantage to government schools.

In summary, while notable differences appeared in several teaching strategies, certain items reflected only minor gaps, suggesting that students from both school types share similar views in those areas. Overall, private schools demonstrated stronger use of audio resources, visual aids, and activities that promote student participation, whereas government schools showed a slight advantage in closely following the textbook and providing general classroom resources for listening practice.

4.2.4. Government Schools Teachers' responses on teaching strategies (SQ Section C)

Table 8: Government Schools Teachers' responses on teaching strategies

Item	Statement	N	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Std. Dev.
Q8	I use pre-listening, while-listening, and post-listening stages when planning listening lessons.	12	–	–	3 (25.0)	5 (41.7)	4 (33.3)	4.08	0.79
Q9	I provide students with listening strategies (e.g., predicting, summarizing, and note-taking).	12	1 (8.3)	2 (16.7)	4 (33.3)	5 (41.7)	–	3.08	1.00
Q10	I use authentic listening materials (e.g., audio clips, real conversations).	12	1 (8.3)	3 (25.0)	3 (25.0)	4 (33.3)	1 (8.3)	3.08	1.17
Q11	I adapt my teaching strategies based on students' listening difficulties.	12	–	2 (16.7)	6 (50.0)	4 (33.3)	–	3.17	0.72
Q12	I use technology (e.g., audio players, mobile apps) to support listening instruction.	12	2 (16.7)	3 (25.0)	4 (33.3)	2 (16.7)	1 (8.3)	2.75	1.22
Q13	I feel confident in teaching listening skills effectively.	12	–	–	3 (25.0)	4 (33.3)	5 (41.7)	4.17	0.84
Q14	I regularly assess students' listening comprehension through various tasks.	12	–	–	3 (25.0)	6 (50.0)	3 (25.0)	4	0.74
Q15	The listening activities in the textbook are relevant and helpful for learners.	12	–	2 (16.7)	3 (25.0)	4 (33.3)	3 (25.0)	3.67	1.07

As it can be seen in the Table 8, government school teachers reported frequent use of structured listening stages (Q8, M = 4.08, SD = 0.79), with the majority indicating they apply pre listening, while listening, and post-listening activities in lesson planning. The provision of listening strategies such as predicting, summarizing, and note-taking (Q9, M = 3.08, SD = 1.00) received a

moderate rating, showing that while some teachers integrate these strategies regularly, others do so less often.

The use of authentic listening materials, such as audio clips or real conversations, also averaged moderately (Q10, $M = 3.08$, $SD = 1.17$), suggesting varied practices and possible differences in access to resources. Adapting teaching strategies to match students' listening difficulties (Q11, $M = 3.17$, $SD = 0.72$) was practiced slightly above the neutral point, but with less intensity than other strategies.

Technology use to support listening instruction (Q12, $M = 2.75$, $SD = 1.22$) received the lowest average rating in this section, indicating that technology integration in listening lessons is still relatively limited. In contrast, teachers expressed high confidence in their ability to teach listening skills effectively (Q13, $M = 4.17$, $SD = 0.84$). Regular assessment of students' listening comprehension (Q14, $M = 4.00$, $SD = 0.74$) was also reported as a common practice. Finally, the relevance and helpfulness of the listening activities in the textbook (Q15, $M = 3.67$, $SD = 1.07$) were rated positively, though with a wider spread of responses.

4.2.5. Private Schools Teachers' Responses on Teaching Strategies (SQ Section C)

Table 9: Private Schools Teachers' Responses on Teaching Strategies

Item	Description	N	SD n (%)	D n (%)	N n (%)	A n (%)	SA n (%)	Mean	Std. Dev.
Q8	I use pre-listening, while-listening, and post-listening stages when planning listening lessons	16	–	–	1 (6.3)	6 (37.5)	9 (56.3)	4.44	0.81
Q9	I provide students with listening strategies (e.g., predicting, summarizing, note-taking).	16	–	1 (6.3)	2 (12.5)	9 (56.3)	4 (25.0)	4.00	0.82
Q10	I use authentic listening materials (e.g., audio clips, real conversations).	16	2 (12.5)	1 (6.3)	4 (25.0)	6 (37.5)	3 (18.8)	3.44	1.26
Q11	I adapt my teaching strategies based on students' listening difficulties.	16	–	–	3 (18.8)	10 (62.5)	3 (18.8)	4.00	0.63
Q12	I use technology (e.g., audio players, mobile apps) to support listening instruction.	16	3 (18.8)	3 (18.8)	1 (6.3)	3 (18.8)	6 (37.5)	3.38	1.63
Q13	I feel confident in teaching listening skills effectively.	16	2 (12.5)	6 (37.5)	–	8 (50.0)	–	4.25	1.00
Q14	I regularly assess students' listening comprehension through various tasks.	16	–	–	1 (6.3)	9 (56.3)	6 (37.5)	4.31	0.60
Q15	The listening activities in the textbook are relevant and helpful for learners.	16	1 (6.3)	1 (6.3)	–	6 (37.5)	8 (50.0)	4.19	1.17

According to the Table 9, private school teachers reported strong use of structured listening lesson stages (Q8, $M = 4.44$, $SD = 0.81$), with most teachers indicating they incorporate pre

listening, while listening, and post-listening activities in their planning. Providing students with listening strategies such as predicting and summarizing was also commonly practiced (Q9, $M = 4.00$, $SD = 0.82$).

The use of authentic listening materials like audio clips and real conversations showed moderate frequency (Q10, $M = 3.44$, $SD = 1.26$), indicating some variation among teachers. Similarly, adapting teaching strategies to address students' listening difficulties was reported fairly often (Q11, $M = 4.00$, $SD = 0.63$).

Use of technology to support listening instruction (Q12, $M = 3.38$, $SD = 1.63$) showed more variability, with some teachers frequently integrating tools like audio players and mobile apps, while others less so. Teachers felt confident in their ability to teach listening skills effectively (Q13, $M = 4.25$, $SD = 1.00$).

Regular assessment of students' listening comprehension through different tasks was widely practiced (Q14, $M = 4.31$, $SD = 0.60$). Finally, teachers generally agreed that the textbook's listening activities are relevant and helpful for learners (Q15, $M = 4.19$, $SD = 1.17$).

The standard deviations indicate that most teachers shared similar views on these practices, except for greater differences in the use of technology and authentic materials.

4.2.6. Comparison of Private and Government Teachers' Mean Scores on Teaching Strategies

Table 10: Private and Government Teachers' Mean Scores on Teaching Strategies

Item Code	Item Description	Private			Government			Mean Difference ¹
		Mean	N	SD	Mean	N	SD	
Q8	I use pre-listening, while-listening, and post-listening stages when planning listening lessons.	4.44	16	0.81	4.08	12	0.79	0.36
Q9	I provide students with listening strategies (e.g., predicting, summarizing, and note-taking).	4	16	0.82	3.08	12	1.00	0.92
Q10	I use authentic listening materials (e.g., audio clips, real conversations).	3.44	16	1.26	3.08	12	1.17	0.36
Q11	I adapt my teaching strategies based on students' listening difficulties.	4	16	0.63	3.17	12	0.72	0.83
Q12	I use technology (e.g., audio players, mobile apps) to support listening instruction.	3.38	16	1.63	2.75	12	1.22	0.63
Q13	I feel confident in teaching listening skills effectively.	4.25	16	1.00	4.17	12	0.84	0.08
Q14	I regularly assess students' listening comprehension through various tasks.	4.31	16	0.60	4	12	0.74	0.31
Q15	The listening activities in the textbook are relevant and helpful for learners.	4.19	16	1.17	3.67	12	1.07	0.52

Note. ¹ Mean Difference calculated as Private Mean – Government Mean; positive values indicate higher scores for private school teachers, negative values indicate higher scores for government school teachers.

As presented in the Table 10, the comparison of teachers' responses reveals clear differences between private and government school practices. For Q8, "*I use pre-listening, while-listening, and post-listening stages when planning listening lessons,*" private school teachers scored slightly higher (M = 4.44, SD = 0.81) than government teachers (M = 4.08, SD = 0.79), with a Mean Difference (MD) of 0.36, indicating a somewhat greater consistency in applying structured

lesson stages. A more pronounced gap appears in Q9, “*I provide students with listening strategies (e.g., predicting, summarizing, note-taking),*” where private teachers ($M = 4.00$, $SD = 0.82$) outscored government teachers ($M = 3.08$, $SD = 1.00$) by $MD = 0.92$, suggesting a stronger emphasis on explicit strategy instruction in private schools. Similarly, for Q10 on the use of authentic listening materials, private teachers ($M = 3.44$, $SD = 1.26$) reported slightly higher use than government teachers ($M = 3.08$, $SD = 1.17$), $MD = 0.36$.

For Q11, regarding adapting teaching strategies to address students’ listening difficulties, private teachers again rated themselves higher ($M = 4.00$, $SD = 0.63$) than their government counterparts ($M = 3.17$, $SD = 0.72$), $MD = 0.83$, indicating greater responsiveness to individual learner needs.

In Q12, which measured technology use to support listening instruction, private teachers ($M = 3.38$, $SD = 1.63$) also scored above government teachers ($M = 2.75$, $SD = 1.22$), $MD = 0.63$, though both groups could improve in integrating technology.

Confidence in teaching listening skills effectively (Q13) was high for both groups, with only a minor difference between private ($M = 4.25$, $SD = 1.00$) and government ($M = 4.17$, $SD = 0.84$), $MD = 0.08$. Regular assessment of students’ listening comprehension (Q14) was also common in both settings, with private teachers ($M = 4.31$, $SD = 0.60$) slightly ahead of government teachers ($M = 4.00$, $SD = 0.74$), $MD = 0.31$.

Finally, in Q15, both private ($M = 4.19$, $SD = 1.17$) and government ($M = 3.67$, $SD = 1.07$) teachers viewed textbook listening activities as generally relevant and helpful, though private teachers were moderately more positive, $MD = 0.52$.

In summary, private school teachers reported higher mean scores across all eight items, with the largest gaps observed in providing listening strategies (Q9, $MD = 0.92$) and adapting strategies to students’ needs (Q11, $MD = 0.83$). Government teachers, while showing slightly lower averages overall, still demonstrated strong confidence (Q13) and regular assessment practices (Q14). These findings indicate that private school teachers may place greater emphasis on individualized and strategy-based listening instruction, while both groups maintain similar strengths in confidence, assessment, and structured lesson planning.

4.3. Comparison of Challenges between Government and Private Schools

This section presents the findings related to Research Question 2, which explores whether government and private schools differ in the challenges faced by students and teachers in teaching and learning listening skills.

To examine whether the two school types differ in the challenges they experience, independent samples t-tests were applied to the mean scores of government and private school respondents. This statistical procedure enabled the study to determine whether the observed differences between the groups were meaningful. Following the computation of descriptive statistics, the t-test results provided evidence on whether any variations were statistically significant. First, descriptive statistics (means and standard deviations) are presented to provide an overview of how each group responded to the challenges. Next, item-level t-test results are reported to identify statistically significant differences between the two groups (Government and Private school), and highlight items that reveal meaningful contrasts in perceptions or experiences.

4.3.1 Descriptive Statistics of Students' Responses to Challenges in Learning Listening Skills

Table 11: Descriptive Statistics of Students' Responses to Challenges in Learning Listening Skills

Item Code	Item Description	School Type	N	Mean	Std. Deviation
Q1	I often do not understand audio played in class	Government	228	2.95	1.40
		Private	95	2.59	1.28
Q2	It is difficult to concentrate when listening to English in class	Government	228	3.10	1.33
		Private	95	2.68	1.40
Q3	I struggle with unfamiliar vocabulary during listening tasks	Government	228	3.32	1.29
		Private	95	3.41	1.43
Q4	I miss information because the speaker talks too fast	Government	228	3.27	1.37
		Private	95	3.31	1.46
Q5	Background noise or poor audio quality makes listening hard	Government	228	3.29	1.30
		Private	95	3.82	1.23
Q6	I feel anxious when I do listening tasks in class	Government	228	2.99	1.46
		Private	95	1.71	0.85
Q7	I don't get enough practice in listening compared to other skills (reading, writing, etc.)	Government	228	2.99	1.58
		Private	95	2.98	1.64

As shown in Table 11, mean scores indicate both similarities and differences between government and private school students in their perceived listening challenges.

For Q1, government school students reported a higher mean score ($M = 2.95$, $SD = 1.40$) than private school students ($M = 2.59$, $SD = 1.28$), suggesting greater difficulty understanding classroom audio. Similarly, government students rated difficulty concentrating (Q2) higher ($M = 3.10$, $SD = 1.33$) than private students ($M = 2.68$, $SD = 1.40$).

For Q3 (unfamiliar vocabulary) and Q4 (fast speech), the means were nearly identical across both groups, indicating similar challenges.

In contrast, background noise (Q5) was reported as a greater issue by private school students ($M = 3.82$, $SD = 1.23$) compared to government students ($M = 3.29$, $SD = 1.30$). Anxiety during listening tasks (Q6), however, was significantly higher among government students ($M = 2.99$, $SD = 1.46$) than private students ($M = 1.71$, $SD = 0.85$).

Finally, perceptions of insufficient listening practice (Q7) were nearly equal for both groups (government: $M = 2.99$, $SD = 1.58$; private: $M = 2.98$, $SD = 1.64$).

In sum, while both government and private school students share notable challenges with understanding unfamiliar vocabulary, following fast speech, and having insufficient listening practice, the most notable differences were in background noise (Q5), which was more problematic for private schools, and anxiety (Q6), which was more prevalent in government schools.

4.3.2 Independent Samples t-Test Results for Students' Responses to Challenges in Learning Listening Skills

Table 12: Independent Samples t-Test Results for Student Responses

Item Code	Item Description	t	df	Sig. (2-tailed)	Mean Diff.	95% CI (Lower – Upper)
Q1	I often do not understand audio played in class	2.18	321	.030	0.36	0.04 – 0.69
Q2	It is difficult to concentrate when listening to English in class	2.52	321	.012	0.42	0.09 – 0.74
Q3	I struggle with unfamiliar vocabulary during listening tasks	- 0.58	321	.561	-0.10	-0.42 – 0.23
Q4	I miss information because the speaker talks too fast	- 0.22	321	.825	-0.04	-0.37 – 0.30
Q5	Background noise or poor audio quality makes listening hard	- 3.38	321	.001	-0.53	-0.84 – -0.22
Q6	I feel anxious when I do listening tasks in class	8.03	321	.000	1.28	0.97 – 1.60
Q7	I don't get enough practice in listening compared to other skills	0.04	321	.968	0.01	-0.38 – 0.39

t = t-value, df = degrees of freedom, CI = Confidence Interval, Sig. (2-tailed) = p-value

As shown in Table 12, independent samples t-tests revealed statistically significant differences for three items. For Q2 (difficulty concentrating), government students ($M = 3.10$, $SD = 1.33$) reported significantly greater difficulty than private students ($M = 2.68$, $SD = 1.40$), $t(321) = 2.52$, $p = 0.012$. In contrast, Q5 (background noise) was rated significantly higher by private students ($M = 3.82$, $SD = 1.23$) than by government students ($M = 3.29$, $SD = 1.30$), $t(321) = -3.38$, $p = 0.001$. For Q6 (anxiety during listening tasks), government students ($M = 2.99$, $SD = 1.46$) scored significantly higher than private students ($M = 1.71$, $SD = 0.85$), $t(321) = 8.03$, $p < 0.001$.

The other four items—Q1 (understanding English audio), Q3 (unfamiliar vocabulary), Q4 (fast speech), and Q7 (insufficient listening practice)—did not show significant differences ($p > 0.05$), indicating that these challenges were experienced at similar levels by students in both school types. In sum, the results suggest that government school students face greater difficulties with

concentration and anxiety during listening, while private school students are more affected by background noise. For the remaining challenges, students' experiences were largely similar across both school types.

4.3.3. Descriptive Statistics of Teachers' Responses to Challenges in Teaching Listening Skills

Table 13: Descriptive Statistics of Teachers' Responses to Challenges in Teaching Listening Skills

Item Code	Item Description	School Type	N	Mean	Std. Deviation
Q1	I face difficulties due to lack of appropriate listening materials or resources	Government	12	3.33	1.37
		Private	16	3.38	1.41
Q2	The large number of students in class affects the effectiveness of listening	Government	12	3.58	1.44
		Private	16	3.69	1.40
Q3	Students have poor vocabulary which hinders their listening comprehension	Government	12	4.33	0.89
		Private	16	3.94	1.29
Q4	Many students are not motivated to participate in listening activities	Government	12	3.42	0.90
		Private	16	3.63	1.41
Q5	Background noise or classroom conditions make listening difficult	Government	12	3.17	1.40
		Private	16	3.19	1.17
Q6	Listening is often neglected in the curriculum	Government	12	3.25	1.22
		Private	16	2.38	1.31
Q7	Time constraints prevent focusing on listening instruction	Government	12	3.17	1.19
		Private	16	3.44	1.32

As in the above Table 13, the descriptive statistics indicate differences in how government and private school teachers rated the challenges they face in teaching listening skills. For Q1 (lack of appropriate listening materials), the mean scores were almost the same for government ($M = 3.33$, $SD = 1.37$) and private ($M = 3.38$, $SD = 1.41$) teachers, indicating a shared perception of this as a moderate challenge.

In Q2 (large class sizes), the means were close, with government teachers at $M = 3.58$ ($SD = 1.44$) and private teachers at $M = 3.69$ ($SD = 1.40$), suggesting that both groups encounter this issue to a similar degree.

A more notable difference appears in Q3 (students' poor vocabulary), where government teachers rated it higher ($M = 4.33$, $SD = 0.89$) compared to private teachers ($M = 3.94$, $SD = 1.29$), showing that vocabulary-related challenges are perceived as more severe in government

schools. For Q4 (low student motivation), both groups gave similar ratings, with government teachers at $M = 3.42$ ($SD = 0.90$) and private teachers at $M = 3.63$ ($SD = 1.41$), indicating that lack of motivation is recognized as a moderate issue in both private and government schools.

Regarding Q5 (background noise or classroom conditions), the scores were nearly identical, $M = 3.17$ ($SD = 1.40$) for government and $M = 3.19$ ($SD = 1.17$) for private teachers which suggesting this challenge is equally experienced across both school types.

A larger gap is seen in Q6 (listening neglected in the curriculum), with government teachers rating it higher ($M = 3.25$, $SD = 1.22$) compared to private teachers ($M = 2.38$, $SD = 1.31$). This indicates that government school teachers in this study reported this challenge more frequently than their private school counterparts.

Finally, in Q7 (time constraints), private teachers scored slightly higher ($M = 3.44$, $SD = 1.32$) than government teachers ($M = 3.17$, $SD = 1.19$), suggesting that private teachers may feel time limitations somewhat more strongly. The descriptive statistics show that while some challenges, such as lack of materials, large class sizes, and poor classroom conditions, are similarly experienced in both school types, government teachers tend to rate vocabulary limitations and curriculum neglect as more serious issues, whereas private teachers rate time constraints slightly higher.

4.3.4. Independent Samples t-Test – Teachers’ Responses on Challenges in Teaching Listening Skills

Table 14: Independent samples t-Test Results Teachers’ Responses

Item Code	Item Description	t	df	p-value	Mean Difference	95% CI of the Difference
Q1	Lack of appropriate listening materials or resources	-.08	26	0.938	-0.04	-1.14, 1.05
Q2	Large class size affects listening effectiveness	-.19	26	0.849	-0.10	-1.22, 1.01
Q3	Students have poor vocabulary	0.91	26	0.370	0.396	-0.50, 1.29
Q4	Students are not motivated to participate in listening	-.45	26	0.658	-0.208	-1.17, 0.75
Q5	Background noise/classroom conditions hinder listening	-.04	26	0.966	-0.021	-1.02, 0.98
Q6	Listening is neglected in the curriculum	1.80	26	0.083	0.88	-0.12, 1.87
Q7	Time constraints limit listening instruction	-.56	26	0.580	-0.27	-1.26, 0.72

t = t-value, df = degrees of freedom, CI = Confidence Interval, Sig. (2-tailed) = p-value

As presented in the Table 14, the independent samples t-test was conducted to compare government and private school teachers’ ratings for each of the seven challenge items in teaching listening skills. Across all items, results indicated no statistically significant differences between the two groups, suggesting that both government and private school teachers encounter broadly similar difficulties.

For Q1 (lack of appropriate materials), the difference was negligible, $t(26) = -0.08$, $p = .938$, mean difference = -0.04 (95% CI: $-1.14, 1.05$). Q2 (large class sizes affecting listening) showed a similarly small difference, $t(26) = -0.19$, $p = .849$, mean difference = -0.10 (95% CI: $-1.22, 1.01$). In Q3 (students’ poor vocabulary), the variation was slightly larger but still non-significant, $t(26) = 0.91$, $p = .370$, mean difference = 0.40 (95% CI: $-0.50, 1.29$).

The same pattern was observed for Q4 (low student motivation), $t(26) = -0.45$, $p = .658$, mean difference = -0.21 (95% CI: $-1.17, 0.75$), Q5 (background noise or poor classroom conditions), $t(26) = -0.04$, $p = .966$, mean difference = -0.02 (95% CI: $-1.02, 0.98$), and Q7 (time constraints), $t(26) = -0.56$, $p = .580$, mean difference = -0.27 (95% CI: $-1.26, 0.72$).

Q6 (listening neglected in the curriculum) recorded the largest mean difference (mean difference = 0.88, 95% CI: -0.12, 1.87), with government teachers rating this challenge slightly higher than private teachers, but the difference did not reach statistical significance, $t(26) = 1.80$, $p = .083$.

Generally, the absence of significant differences indicates that teachers from both school types face similar sets of challenges in teaching listening skills.

4.4. Challenges Government and Private School Teachers Face in Teaching Listening Skills

This section presents and interprets the data in response to Research Question 3, which identifies the major challenges teachers encounter in teaching listening skills in EFL classrooms. It provides an item-by-item analysis of the challenges reported by government and private school English teachers. Seven Likert-scale items (Section B of the Teacher Questionnaire) were used to measure a range of pedagogical, environmental, and learner-related difficulties. Responses were scored from 1 (Strongly Disagree) to 5 (Strongly Agree).

A reliability test was conducted for the seven items, but results differed between the two groups. For government school teachers ($N = 12$), Cronbach's Alpha was low ($\alpha = 0.44$), suggesting that the items did not measure a single construct consistently. In contrast, for private school teachers ($N = 16$), Cronbach's Alpha was relatively high ($\alpha = 0.859$), indicating that the items were internally consistent.

Despite this difference, all items were interpreted individually for both groups, as they reflect distinct dimensions of teaching challenges. Each item was analyzed separately using the mean, standard deviation, and frequency distribution. The results are presented in Table 15 for government teachers and Table 16 for private teachers.

Table 15: Challenges Faced by Government EFL Teachers in Teaching Listening Skills

Item	Mean	Standard Deviation	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)
Q1. I face difficulties due to lack of appropriate listening materials.	3.33	1.37	1	3	2	3	3
Q2. The large number of students in class affects listening activities.	3.58	1.44	1	3	0	4	4
Q3. Students have poor vocabulary which hinders their comprehension.	4.33	0.89	0	0	3	2	7
Q4. Many students are not motivated to participate in listening.	3.42	0.90	0	3	1	8	0
Q5. Background noise/classroom condition interferes with listening.	3.17	1.40	2	2	2	4	2
Q6. Listening is neglected in the curriculum.	3.25	1.22	1	3	1	6	1
Q7. Time constraints limit focus on listening instruction.	3.17	1.19	1	2	5	2	2

Table 15 summarizes the challenges faced by government EFL teachers in Shakiso Town when teaching listening skills. Among the seven items in Section B of the teacher questionnaire, the most serious challenge reported was that students have poor vocabulary, which makes it hard for them to understand what they hear (Q3). This item received the highest average score ($M = 4.33$, $SD = 0.89$) and more than half of the teachers strongly agreed.

Another commonly reported challenge was the large number of students in class (Q2), with a mean score of 3.58 ($SD = 1.44$), showing that many teachers struggle to manage listening activities in crowded classrooms. Teachers also noted the lack of appropriate listening materials (Q1) had a mean score of 3.33 ($SD = 1.37$), showing how the lack of adequate teaching materials affects listening instruction.

Low student motivation was also considered a significant concern (Q4), receiving a mean of 3.42 ($SD = 0.90$), with a majority of teachers agreeing that students are often reluctant to engage in listening tasks.

Some challenges received more mixed responses. Background noise or classroom conditions (Q5, $M = 3.17$, $SD = 1.40$) and time constraints (Q7, $M = 3.17$, $SD = 1.19$) varied, possibly

reflecting differences in classroom environments or teaching schedules. The item “Listening is often neglected in the curriculum” (Q6, $M = 3.25$, $SD = 1.22$) also showed variation in responses, which may reflect differences in how teachers perceive the attention given to listening in the curriculum.

In general, the data provides a clear understanding of the challenges government school teachers face in teaching listening. These include both student-related issues (such as vocabulary and motivation) and school-related factors (such as class size and noise).

Table 16: Challenges Faced by Private EFL Teachers in Teaching Listening Skills

Item Code	Questionnaire Item	Mean	SD	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	Total
Q1	I face difficulties due to lack of appropriate listening materials or resources.	3.38	1.40	3	1	2	7	3	16
Q2	The large number of students in class affects the effectiveness of listening activities.	3.69	1.40	2	2	0	7	5	16
Q3	Students have poor vocabulary which hinders their listening comprehension.	3.94	1.29	2	0	1	7	6	16
Q4	Many students are not motivated to participate in listening activities.	3.63	1.40	2	2	1	6	5	16
Q5	Background noise or classroom conditions make it difficult to conduct listening lessons.	3.19	1.17	2	2	4	7	1	16
Q6	Listening is often neglected in the curriculum compared to reading and writing.	2.38	1.31	5	5	2	3	1	16
Q7	Time constraints prevent me from focusing adequately on listening instruction.	3.44	1.31	2	2	2	7	3	16

As shown in Table 16, data from private school teachers in Shakiso Town reveal several major challenges in teaching listening skills. The most significant issue was students’ limited vocabulary, which hinders listening comprehension (Q3, $M = 3.94$, $SD = 1.29$).

Other frequently reported challenges include overcrowded classrooms (Q2, $M = 3.69$, $SD = 1.40$) and low student motivation (Q4, $M = 3.63$, $SD = 1.40$). Teachers also reported time constraints (Q7, $M = 3.44$, $SD = 1.31$) and disruptive classroom conditions such as background noise (Q5, $M = 3.19$, $SD = 1.17$), illustrating how environmental and scheduling factors limit the effectiveness of listening lessons.

Although rated slightly lower, the lack of appropriate listening materials (Q1, $M = 3.38$, $SD = 1.40$) and the perception that listening is often neglected in the curriculum (Q6, $M = 2.38$, $SD = 1.31$) remain notable.

Overall, the findings indicate that teachers in private schools face a combination of learner-related, instructional, and contextual challenges when teaching listening skills.

4.5. Challenges Government and Private Students Face in Learning Listening Skills

This section addresses Research Question 4, which aims to identify the main difficulties that students face in learning listening skills in English as a Foreign Language (EFL) context. The results are presented in Table 17 for government school students and Table 18 for private school students as follows:

Table 17: Challenges Faced by Government Students in Learning Listening Skills

Item Code	Questionnaire Item	Mean	SD	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	Total
Q1	I often do not understand English audio played in class.	2.95	1.34	60	27	26	94	21	228
Q2	It is difficult to concentrate when listening to English in class.	3.10	1.33	30	63	27	70	38	228
Q3	I struggle with unfamiliar vocabulary during listening tasks.	3.32	1.29	32	34	27	100	35	228
Q4	I miss information because the speaker talks too fast.	3.27	1.36	36	35	35	76	46	228
Q5	Background noise or poor audio quality makes listening hard.	3.29	1.29	30	39	32	88	39	228
Q6	I feel anxious when I do listening tasks in class.	2.99	1.46	51	49	20	68	40	228
Q7	I don't get enough practice in listening compared to other skills (reading, writing, etc.).	2.99	1.57	64	39	13	60	52	228

As shown in Table 17, students from government schools reported several challenges while learning English listening skills. One of the most common problems was difficulty with unfamiliar vocabulary (Q3, $M = 3.32$, $SD = 1.29$), indicating that many learners struggle to understand new or difficult words during listening tasks.

Another frequent challenge was understanding speech when the speaker talks too fast (Q4, $M = 3.27$, $SD = 1.36$). Additionally, students experienced problems staying focused during listening activities (Q2, $M = 3.10$, $SD = 1.33$) and noted that background noise or poor audio quality interfered with clarity (Q5, $M = 3.29$, $SD = 1.29$). Students also expressed feelings of anxiety during listening tasks (Q6, $M = 2.99$, $SD = 1.46$), which may reduce confidence and concentration. A similar concern was reported regarding insufficient listening practice compared to other skills such as reading or writing (Q7, $M = 2.99$, $SD = 1.57$).

Finally, many students indicated difficulty understanding English audio played in class (Q1, $M = 3.27$, $SD = 1.36$), pointing to broader challenges in decoding spoken English during lessons.

Altogether, the findings suggest that students face a combination of language-related, environmental, and psychological challenges that hinder effective listening comprehension.

Table 18: Challenges Faced by Private Students in Learning Listening Skills

Item Code	Questionnaire Item	Mean	SD	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	Total
Q1	I often do not understand English audio played in class.	2.59	1.27	22	32	10	25	6	95
Q2	It is difficult to concentrate when listening to English in class.	2.68	1.40	26	24	9	26	10	95
Q3	I struggle with unfamiliar vocabulary during listening tasks.	3.41	1.42	13	18	8	29	27	95
Q4	I miss information because the speaker talks too fast.	3.31	1.46	15	21	3	32	24	95
Q5	Background noise or poor audio quality makes listening hard.	3.82	1.22	6	12	9	34	34	95
Q6	I feel anxious when I do listening tasks in class.	1.71	0.84	48	30	15	1	1	95
Q7	I don't get enough practice in listening compared to other skills (reading, writing, etc.).	2.98	1.64	32	8	9	22	24	95

As shown in Table 18, private school students in Shakiso Town reported several significant challenges in learning listening skills in EFL classrooms.

The most critical issue identified was background noise or poor audio quality (Q5, $M = 3.82$, $SD = 1.22$), indicating that environmental conditions create a major challenge for listening comprehension.

The second major challenge was vocabulary limitations during listening tasks (Q3, $M = 3.41$, $SD = 1.42$). Similarly, difficulty in understanding fast speech (Q4, $M = 3.31$, $SD = 1.46$) was also reported as a significant concern. Other challenges, such as general understanding of English audio (Q1, $M = 2.59$, $SD = 1.27$) and difficulty concentrating while listening (Q2, $M = 2.68$, SD

= 1.40), received relatively lower ratings, suggesting they may be less widespread among private school students.

Interestingly, responses to the item “I don’t get enough practice in listening compared to other skills” (Q7, $M = 2.98$, $SD = 1.64$) were mixed. This indicates that while some private schools provide regular listening practice, others may still prioritize reading or writing activities.

Overall, the data suggest that private school students’ listening comprehension difficulties are mainly influenced by vocabulary limitations, poor sound quality, and fast speech, whereas anxiety appears to have minimal impact.

4.6. Teacher Interviews

To support the quantitative findings, semi-structured interviews were conducted with four grade 8 EFL teachers, including two from government schools (Teacher G1 and Teacher G2) and two from private schools (Teacher P1 and Teacher P2). The interviews focused on teachers’ experiences, challenges, teaching practices, school support, and suggestions for improving listening instruction. The data were analyzed thematically using Braun and Clarke’s (2006) approach, which involved identifying repeated ideas, grouping them into categories, and organizing them into broader themes. The following section presents the findings from teacher interviews organized around five major themes. Each theme is primarily linked to one or more research questions, though some themes provide insights relevant to multiple questions (see Section 1.4). This thematic structure allows a comparison of the views of government and private school teachers and facilitates linking these qualitative insights with the quantitative results presented earlier. The main findings from the teacher interviews are summarized in Table 19 below, organized by theme and school type. The full interview transcripts are provided in Appendix F for reference.

Table 19: Summary of key themes from teacher interviews by school type

Theme	Government Schools (Teachers G1 & G2)	Private Schools (Teachers P1 & P2)
1. Teacher Training on Listening Skills	Minimal or brief training with little focus on practical classroom strategies. Students' limited	No formal training; learning occurs informally through experimentation or peer support.
2. Challenges in Teaching Listening Skills	vocabulary, low confidence, and scarcity of listening materials.	Vocabulary gaps, limited exposure to English, lack of motivation, noisy classrooms, and inadequate recorded materials.
3. Teaching Strategies	Reading texts aloud, repetition, use of pictures, and simplifying content.	Pre-teaching key words, playing short audio clips (often via phone), pair/group discussions, and linking listening with speaking.
4. Available Support and Resources	Very limited; reliance on textbooks and teacher's guide.	Limited; radios or speakers available but underused; teachers often depend on personal devices.
5. Suggested Improvements	Reduce class size, provide basic audio tools, and integrate listening into examinations.	Supply recorded listening materials aligned with textbooks, offer regular training, strengthen administrative support, and include listening in national exams.

4.6.1. Teacher Training on Listening Skills

In response to questions about training, all teachers reported that they had never received dedicated preparation for teaching listening skills, apart from a few short and general workshops. Teacher G1 explained, “Uh... no, we usually attend general English training. Nothing specific on listening.” Similarly, Teacher G2 said, “Yes... but it was very brief and didn’t go deep into real classroom strategies.” In private schools, Teacher P1 noted, “Not specifically on listening, mmm... anything formal,” while Teacher P2 added, “No, not directly... but I’ve learned a lot by trying out new methods in class and talking with other teachers.” These responses indicate a lack of structured professional development opportunities focusing on listening pedagogy.

This qualitative evidence is consistent with the demographic findings reported in the participant profile section (Tables 3 and 4). The result showed that while 75% of government school teachers and 68.8% of private school teachers had received some training related to listening skills, a significant proportion, 25% and 31.2% respectively, had not. The interviews suggest that even when training was provided; it was often too general or too brief to be useful in classroom practice. These findings highlight the lack of training that informs Research Question 3.

4.6.2. Teaching Strategies

When describing how they usually conduct a listening lesson and what strategies they use, teachers from government and private schools described noticeably different practices. Government school teachers mainly reported traditional methods such as reading passages aloud, repeating texts, and simplifying difficult parts. Teacher G1 explained, “Yes... I read passages aloud myself and ask them to listen and answer. That’s all I can do.” Similarly, Teacher G2 said, “I introduce the topic, read a text slowly, and check understanding with a few follow-up questions.” These accounts suggest a teacher-centered approach, with limited variation in strategy.

Private school teachers, on the other hand, described more varied and interactive approaches. They often mentioned pre-teaching key vocabulary, playing short audio clips, and engaging learners in group or pair discussions. Teacher P1 explained, “I start with a short discussion, introduce a few key words, and play an audio clip from my phone. After that, I ask questions or let students summarize.” Teacher P2 added, “Short audio clips with repetition, and connecting listening to speaking activities.” These practices indicate a stronger emphasis on using authentic input and integrating listening with other skills.

These qualitative patterns are consistent with the quantitative findings reported in Table 10 under (4.2.6. Comparison of Private and Government Teachers’ Mean Scores on Teaching Strategies). For instance, private school teachers scored notably higher on providing explicit listening strategies such as predicting and summarizing (Q9, $M = 4.00$, $SD = 0.82$) compared to government teachers ($M = 3.08$, $SD = 1.00$), and on adapting teaching strategies to students’ listening difficulties (Q11, private $M = 4.00$, $SD = 0.63$; government $M = 3.17$, $SD = 0.72$). In contrast, government teachers’ reliance on reading aloud and repetition reflects their lower emphasis on strategy instruction, which aligns with their lower mean scores in these areas. This alignment shows that private school teachers tend to emphasize strategy-based and adaptive instruction, whereas government teachers continue to favor more direct, teacher-centered delivery methods.

In relation to the research questions, this theme primarily addresses Research Question 1 by illustrating the strategies currently used by teachers and their perceived effectiveness.

Additionally, it offers indirect insight into Research Question 2 by highlighting differences in instructional approaches between private and government schools.

4.6.3. Challenges in Teaching Listening Skills

When asked about the main challenges in teaching listening, both government and private school teachers reported similar difficulties, though with some variation in emphasis. Government school teachers particularly highlighted overcrowded classrooms, lack of equipment, and students' weak vocabulary and confidence. Teacher G1 explained, "Lack of equipment and crowded classrooms make it really hard to manage listening tasks. The school environment is the biggest issue, but students also struggle with vocabulary and pronunciation." Similarly, Teacher G2 noted, "Students lack vocabulary. They need every word to be clear. It's a mix of low confidence, weak vocabulary, and lack of materials."

Private school teachers also mentioned vocabulary gaps but placed greater emphasis on students' limited exposure to English, lack of motivation, and noisy classrooms. Teacher P1 stated, "Students are underexposed to English and lack motivation, but we also don't have proper resources or quiet classrooms." Teacher P2 added, "Mostly it's motivation-related. They don't feel listening is tested much, so they don't value it."

These qualitative results align with the quantitative findings reported in Table 13 (4.3.3 Descriptive Statistics of Teachers' Responses to Challenges in Teaching Listening Skills). Both government ($M = 3.33$, $SD = 1.37$) and private ($M = 3.38$, $SD = 1.41$) teachers rated "lack of appropriate listening materials" as a moderate challenge, confirming the frequent references to resource shortages in interviews. Large class sizes were also rated similarly (government: $M = 3.58$; private: $M = 3.69$), consistent with government teachers' strong emphasis on overcrowding. A clearer difference appeared in vocabulary-related challenges, where government teachers ($M = 4.33$, $SD = 0.89$) rated the issue higher than private teachers ($M = 3.94$, $SD = 1.29$), supporting their repeated emphasis on students' weak vocabulary. Motivation was considered a moderate problem by both groups (government: $M = 3.42$; private: $M = 3.63$), which echoes private school teachers' concerns that students undervalue listening because it is rarely tested. Classroom conditions (government: $M = 3.17$; private: $M = 3.19$) were also rated similarly, consistent with teachers' complaints about noisy environments.

Both the qualitative and quantitative findings highlight shared challenges, particularly lack of materials, large class sizes, and poor classroom conditions. At the same time, they reveal differences between school types. For examples, government teachers report vocabulary gaps as more severe, whereas private teachers emphasize students' lack of motivation.

Overall, the findings in this theme reveal both the major challenges teachers face in teaching listening (Research Question 3) and the difficulties students encounter in learning the skill (Research Question 4), including vocabulary gaps, low confidence, and limited English exposure.

4.6.4. Available Support and Resources

Regarding school support for listening instruction, all teachers reported limited resources. In government schools, teachers relied mainly on textbooks and the teacher's guide, with occasional access to a radio; however, no English radio lessons had been transmitted, nor were there recorded audio materials aligned with the textbook as in other subjects. Teacher G1 stated, "We have a radio tape, but no direct English lesson transmission, and... no recorded materials along with the textbook." Teacher G2 added, "Almost none. We rely on textbooks and teacher's guide book."

Private schools had radios and speakers, but these were often underused, and teachers relied primarily on personal devices. Teacher P1 explained, "We have radio, but it doesn't start transmitting the lesson in English. So, I personally use my phone and the school speaker!" Teacher P2 added, "We use personal phones, a long speaker, or just read aloud." These accounts indicate that, despite having slightly better equipment than government schools, private schools also faced significant limitations in accessing and using recorded listening materials.

This qualitative evidence aligns with the quantitative findings reported in Table 13. Both government ($M = 3.33$, $SD = 1.37$) and private ($M = 3.38$, $SD = 1.41$) teachers rated "lack of appropriate listening materials" as a moderate challenge, confirming the interviews' emphasis on the absence of recorded resources across both school types.

Concerning the research questions, the results from this theme mainly relate to Research Question 3, as they highlight the challenges teachers face due to limited resources. It also

partially informs Research Question 1, since access to materials affects the strategies teachers can implement effectively.

4.6.5. Suggested Improvements

In response to question about the changes or improvements most needed, government school teachers emphasized reducing class sizes, providing basic audio tools, and increasing the importance of listening in examinations. Teacher G2 stated, “Listening should be treated as important as the skills of language in exam.” Teacher G1 suggested, “Uh... class size must be reduced, and basic audio tools should be supplied.” These responses highlight the systemic challenges in government schools, particularly overcrowding, limited resources, and the lack of institutional emphasis on listening skills.

Private school teachers, on the other hand, focused on the need for recorded listening materials aligned with textbooks, periodic professional development, and stronger administrative support. Teacher P1 explained, “I think we need recorded listening materials aligned with the textbook and periodic training on listening instruction.” Teacher P2 added, “Better support from administration. Also, national exams should include listening tasks to make students take it seriously.” These suggestions reflect a desire to enhance both instructional quality and learner motivation by linking classroom practice to structured materials and assessment.

Although this theme is largely qualitative, it aligns with the earlier quantitative findings. For instance, both government and private teachers identified lack of appropriate listening materials as a moderate challenge (Table 13: government $M = 3.33$, $SD = 1.37$; private $M = 3.38$, $SD = 1.41$), supporting the emphasis on providing recorded resources and audio tools. Similarly, concerns about class size and exam weight reflect challenges previously highlighted in the data from questionnaire.

In terms of research focus, the suggestions in this theme primarily respond to Research Question 1, as they relate to improving strategies and support for teaching listening. They also offer indirect understanding for Research Question 3, by addressing the systemic challenges that limit effective instruction.

In sum, the teacher interviews revealed both shared and distinct patterns across school types. Teachers in government and private schools alike identified limited training, a shortage of listening materials, and low student vocabulary as major obstacles, which align with the quantitative findings (Table 13). Government teachers particularly emphasized large class sizes, reliance on reading aloud, and the need for smaller classes and basic audio tools. In contrast, private school teachers reported using more varied strategies, such as audio clips and group work, and highlighted the importance of recorded materials, ongoing professional development, and stronger administrative support, including incorporating listening into exams. Overall, these findings underscore both common gaps and school-type differences in listening instruction, providing a foundation for the classroom observation results presented in the next section.

4.7. Classroom Observation

Classroom observations were conducted to triangulate and enrich the findings from the questionnaires and interviews by examining how listening lessons were implemented in real classroom settings. Observation was conducted in four classrooms: two from government schools (School A and School B) and two from private schools (School C and School D), with two lessons observed per school where listening skills were explicitly taught. The purpose of the observation was to systematically document the teacher's instructional approach, student engagement, materials and resources used, and the overall classroom environment during listening instruction. The observation checklist contained 16 items grouped under key areas: challenges encountered differences between school types, and strategies employed by teachers along with their perceived effectiveness. The findings are presented thematically, with grouped results by school type and occasional references to individual schools for clarification. Detailed observation data are provided in Appendix G.

4.7.1. Teaching Strategies and Perceived Effectiveness

The teaching strategies observed were generally limited and lacked systematic application. In government schools, the dominant approach was the “read-and-repeat” method, where teachers read passages aloud and required students to repeat or answer basic questions. While this provided some pronunciation practice, it offered little authentic listening exposure and failed to develop higher-order skills such as inference and prediction.

Private schools attempted to implement a wider range of strategies, including the use of short audio recordings (Private C) and pre-listening discussions (Private D). However, these strategies were applied inconsistently, and follow-up activities often emphasized verbatim recall rather than comprehension monitoring or critical interpretation.

Overall, the observed strategies in both settings were only partially effective. In government schools, the complete absence of audio support severely restricted authentic listening practice. In private schools, technical issues and limited post-listening activities undermined the effectiveness of otherwise promising approaches.

4.7.2. Differences between Government and Private Schools

Clear differences were observed between the two school types regarding resource availability and classroom practices. Private schools demonstrated relatively better access to instructional resources and employed more varied listening practices. For example, Private C integrated a brief recorded dialogue followed by comprehension questions, while Private D used pre-listening discussions to activate students' background knowledge. However, these practices were limited in frequency and depth.

Government schools, by contrast, relied solely on teachers' oral reading from textbooks, with no supplementary audio or visual materials. Students in these settings remained largely passive, engaging mainly in note-taking or responding to literal comprehension questions. Classroom conditions such as overcrowding and background noise further hindered effective listening in these schools. Although concentration challenges were observed in both school types, they were particularly severe in large government classes.

4.7.3. Challenges of Teaching and Learning Listening Skills

Observations revealed recurring challenges that aligned with patterns identified in both teacher and student questionnaires and interviews. A prominent issue was the scarcity of listening materials, particularly in government schools. In both Government A and Government B, no audio equipment or pre-recorded materials were used during observed lessons; instead, teachers relied exclusively on reading aloud from textbooks. This absence of authentic listening input considerably restricted students' exposure to natural spoken English. In contrast, private schools,

notably Private C, attempted to use recorded dialogues in one of the observed sessions, but technical problems such as poor sound quality limited the effectiveness of these resources.

Student engagement during listening activities emerged as another critical challenge. Across all schools, many students struggled to maintain attention during listening tasks. This problem was more pronounced in government classrooms, where instruction was predominantly teacher-centered and offered minimal opportunities for interaction. Large class sizes in these schools worsened the challenge, making it difficult for teachers to monitor and provide feedback. Conversely, private schools had relatively smaller classes, allowing somewhat better engagement and individualized support.

Inadequate time allocation was another issue consistently observed across all schools. Listening practice was often confined to the final few minutes of the lesson, with reading and writing given priority. This practice reflects a systemic undervaluing of listening skills in the classroom.

4.8. Findings from Data Triangulation

This section integrates evidence from the three data sources used in the study—classroom observation, questionnaire, and interview—to cross-validate the results and provide a more comprehensive understanding of the challenges and strategies in teaching and learning listening skills.

The classroom observation findings largely confirmed patterns identified through the questionnaires and interviews, while also showing important differences between reported and actual practices. For instance, both teachers and students indicated a lack of audio materials as a major challenge, a concern strongly evident in government schools and partially confirmed in private schools, where audio resources were occasionally available but often hindered by technical issues. Similarly, the issue of large class sizes in government schools, repeatedly noted during interviews, was clearly observed in practice, as teachers struggled to engage all students in listening tasks. These observations align with the principle of cross-data pattern identification discussed by Braun and Clarke (2006), which emphasizes the importance of comparing findings across multiple sources to validate and deepen interpretations.

With respect to strategies, questionnaires suggested frequent use of oral reading and comprehension questions, which was confirmed in both school types, particularly in government classrooms. However, while several teachers claimed in interviews that they employed strategies such as prediction and note-taking, these were rarely observed in practice, indicating a gap between stated intentions and classroom reality.

The convergence of evidence from classroom observations, questionnaires, and interviews strengthens the validity of the findings and highlights persistent challenges that call for pedagogical improvement in the teaching of listening skills in EFL contexts.

4.9. Discussion

The purpose of this study was to assess the challenges of teaching and learning listening skills in EFL classrooms in government and private in Shakiso Town. The findings provide important insights into the effectiveness of instructional strategies, school-type differences, the teacher-related and learner-related obstacles.

Regarding teaching strategies and their effectiveness, both groups of teachers reported employing structured pre-listening, while-listening, and post-listening stages, alongside visuals, slow speech, and opportunities for questions. These strategies were generally perceived as effective, especially in private schools where encouragement and strategy use received higher ratings. This corresponds with Belilew M. Gebre and Girma G. Tadesse (2015) and Vandergrift & Tafaghodtari (2010), who found that explicit and metacognitive strategy instruction, enhances comprehension and confidence. However, observations indicated a gap between self-reported and actual classroom practices, especially in government schools where lessons remained highly teacher-centered and rarely involved authentic materials. This mismatch reflects earlier findings of limited alignment between policy, theory, and practice (MoE, 2024).

The study revealed that although government and private schools face similar fundamental challenges, the intensity and specific characteristics of these challenges vary between the two school types. Government schools suffered from structural and resource-related constraints, while private schools faced environmental and motivational issues. This aligns with empirical evidence that private schools often perform better in listening due to smaller classes and better

resources (Amanuel Y. Wodebo, 2019; Chala M. Hunduma & Yilfashewa S. Mekuria, 2012). The results therefore support the argument that school type significantly shapes listening outcomes, and that improvement requires context-specific solutions.

With respect to teachers' challenges, both government and private school teachers reported persistent obstacles, particularly vocabulary deficiency, large class sizes, and shortage of listening materials. These results are consistent with Ethiopian studies that highlighted similar barriers (Minwuyelet Andualem, 2019; MoE, 2024). Government school teachers were more affected by overcrowding and lack of resources, while private school teachers emphasized low student motivation despite better access to materials. This partly reflects Amanuel Y. Wodebo (2024), who found that teacher practice is shaped as much by learner engagement as by resource availability. Observations in this study confirmed the continued reliance on textbook-based lessons, showing a gap between policy ideals and classroom realities.

Concerning students' difficulties, learners in both school types reported problems with limited vocabulary, rapid speech, and classroom conditions. These findings mirror previous Ethiopian and international evidence that fast speech and unfamiliar vocabulary impose heavy cognitive demands on learners (Goh, 2000; Melaku B. Workie, 2019; Azmi Bingol et al., 2014). Government school students were particularly disadvantaged by vocabulary gaps and anxiety, while private school learners faced background noise and poor audio quality. Teachers also noted students' lack of confidence and limited exposure to authentic English, reinforcing the view that listening problems stem from both linguistic and affective factors (Nowrouzi et al., 2015; Dörnyei, 2020).

Overall, the findings highlight a continuing gap between theoretical and policy frameworks—such as the Metacognitive Model of Listening (Goh, 2008), Communicative Language Teaching (Richards, 2008), and the MoE competency-based curriculum (2024)—and their practical implementation in Shakiso classrooms. Teachers rarely provided opportunities for learners to plan, monitor, or evaluate their listening processes, and interactive CLT-based activities were constrained by class size and resource shortages. By focusing on grade 8 and comparing government and private contexts, this study addressed the research gap left by earlier studies that concentrated on secondary or tertiary levels without comparative analysis.

In summary, the discussion demonstrates that the teaching and learning of listening skills in Shakiso are hindered by both systemic and contextual factors, including limited resources, insufficient training, and low learner confidence. While strategies such as visuals, structured stages, and encouragement are promising, their uneven implementation reduces their impact. The study's contribution lies in showing how school-type differences shape listening challenges and in highlighting the persistent gap between curriculum ideals and classroom realities, which calls for targeted pedagogical and policy interventions.

5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of the study, its key findings, conclusions, and offers recommendations based on the study of challenges in teaching and learning listening skills in EFL classrooms in private and governmental schools in Shakiso Town. It addresses the study's objectives by summarizing the teaching strategies employed by EFL teachers along with their perceived effectiveness, differences between private and governmental schools, the major challenges faced by teachers, and the difficulties encountered by students.

5.1. Summary of the Study

Listening, as the foundation of language learning, is central to the development of communicative competence, yet it remains one of the most neglected skills in English as a Foreign Language (EFL) classrooms in Ethiopia. Despite its importance, listening instruction is constrained by systemic, pedagogical, and learner-based challenges, including inadequate teacher preparation, large class sizes, exam-driven practices, and limited access to audio-visual resources. Comparative evidence on how these challenges unfold across private and government schools is limited, which this study sought to address by assessing the teaching and learning of listening skills in governmental and private grade 8 in Shakiso Town. The study holds both theoretical significance—by expanding the limited body of comparative research on listening instruction in Ethiopian EFL contexts—and practical significance, by providing context-specific insights to inform more equitable and effective classroom practices for school administrations, teachers, students, Oromia Education Bureau and MoE.

The review of literature underlined listening as a foundational skill for language acquisition, communicative competence, and academic achievement. Theoretical frameworks such as the Metacognitive Model of Listening and Communicative Language Teaching (CLT) emphasize the importance of developing learners' strategic, self-regulatory, and interactive capacities, including planning, monitoring, and evaluating comprehension alongside engaging in meaningful communication. Empirical studies reveal persistent challenges in Ethiopian classrooms. Teachers, particularly in government schools, face insufficient training, overcrowded classes, and reliance on textbook-centered instruction; learners struggle with rapid speech, unfamiliar accents, low vocabulary, and restricted exposure to authentic listening input; and systemic factors such as curriculum constraints and lack of resources further hinder effective instruction.

Comparative evidence indicates that private schools, with smaller classes, better resources, and more consistently trained teachers, are more successful in implementing strategy-based instruction, which enhances comprehension and confidence but remains inconsistently applied due to contextual limitations. Similarly, assessment practices are dominated by summative, grammar- tests and reading-oriented tests, especially in government schools, with authentic, performance-based assessments only irregularly employed. These gaps in teacher preparedness, strategy application, school-type equity, and policy translation justify the present investigation.

The study was carried out in 2017 E.C. in Shakiso Town, focusing on Grade 8 students and English teachers in both private and government schools. A convergent parallel mixed methods design was employed, combining questionnaires, semi-structured interviews, and classroom observations to capture both quantitative and qualitative data. The sample included all 28 English teachers and a stratified random sample of 323 students, with four teachers purposively selected for interviews and four classrooms observed. Quantitative data were analyzed using SPSS (descriptive statistics, t-tests, and reliability tests), while qualitative data were thematically analyzed, and findings from both strands were triangulated to ensure validity and provide a comprehensive picture of the challenges in teaching and learning listening skills.

The results showed that structured lessons integrating pre-listening, while-listening, and post-listening stages—supported by visual aids, clear speech, and teacher encouragement—were widely practiced and perceived as effective. Government students rated the use of visual aids ($M = 3.88$), teacher encouragement and support during listening tasks ($M = 3.80$), and teachers' use of slow and clear speech ($M = 3.73$) as the most helpful strategies in facilitating comprehension. Private students reported higher ratings for teacher encouragement and support ($M = 4.52$), teachers' use of slow and clear speech ($M = 4.45$), and the use of visual aids ($M = 4.36$). Private teachers also indicated more frequent use of prediction and summarizing strategies ($M = 4.00$) compared to government teachers ($M = 3.08$; 3.17), though observations revealed that government classrooms remained largely teacher-centered, whereas private schools occasionally faced technical constraints. Comparisons across school types revealed both similarities and differences. While students in both contexts benefited from visuals, encouragement, and clear speech, private schools reported higher mean ratings for all three strategies. Government classrooms were more constrained by teacher-centered practices, whereas private schools faced

periodic technical interruptions. In terms of challenges, government students were more affected by vocabulary gaps ($M = 3.32$) and rapid speech ($M = 3.27$), while private students pointed to background noise ($M = 3.82$) as a major obstacle. Teachers in government schools emphasized overcrowding and lack of resources as their primary difficulties, while private school teachers highlighted time limitations and low student motivation. Observations further showed minimal exposure to authentic listening practice in government schools and occasional technical problems in private schools, confirming the survey findings. From the students' perspective, vocabulary deficiency emerged as the most critical challenge (government $M = 4.33$; private $M = 3.94$), followed by large class sizes, scarcity of listening materials, fast speech, and disruptive classroom conditions. Although both groups reported difficulties, government students were more disadvantaged by resource shortages and linguistic barriers, whereas private students were more affected by environmental factors such as noise.

5.2. Conclusions

5.2.1. Comparison of teaching strategies employed by EFL teachers of private and governmental Schools in Shakiso Town to teach listening skills

The comparison of teaching strategies between private and government schools in Shakiso Town reveals both shared practices and notable disparities. In both contexts, teachers reported employing structured lessons incorporating pre-listening, while-listening, and post-listening stages, supported by visual aids, slow and clear speech, and encouragement, which students in turn rated as helpful. However, private school teachers more consistently applied explicit strategies such as prediction and summarizing, while government teachers relied more on traditional, teacher-centered methods. Classroom observations confirmed this divergence: government schools showed limited use of authentic materials and interactive techniques, whereas private schools, despite occasional technical challenges, demonstrated relatively greater alignment between planned strategies and classroom practice. Collectively, these findings suggest that while teachers in both school types recognize effective listening strategies, their implementation is more systematic and effective in private schools than in government schools.

5.2.2. Comparison of the challenges of teaching and learning listening skills between the private and the governmental schools

The study concludes that both government and private schools in Shakiso Town face serious challenges in the teaching and learning of listening skills, with limited vocabulary emerging as the most critical barrier. While problems such as large class sizes, shortages of listening materials, and disruptive classroom conditions are common to both, the nature and severity of the challenges differ across contexts. Government schools are more affected by overcrowding, inadequate resources, and students' difficulty in following fast speech, whereas private schools struggle more with low student motivation, time constraints, and occasional technical interruptions. These findings highlight that although both contexts share similar barriers, the type of school significantly shapes the form of the challenges, calling for targeted, context-specific strategies to improve listening instruction and learner engagement.

5.2.3. Comparison of the major challenges EFL teachers of both contexts face in teaching listening skills

The findings demonstrate that both government and private schools in Shakiso Town face substantial challenges in teaching listening skills, with students' limited vocabulary emerging as the most critical obstacle. While large class sizes, shortages of listening materials, and environmental disturbances are shared concerns, the nature of difficulties differs across contexts. For instance, government schools are more severely affected by overcrowding and inadequate resources, whereas private schools are hindered primarily by low student motivation and time constraints. These contrasts suggest that addressing listening instruction requires solutions tailored to the specific structural and contextual realities of each school type.

5.2.4. Comparison of the primary difficulties students encounter in learning listening skills in both EFL contexts of private and governmental schools

The study concludes that students in both government and private schools face significant difficulties in learning listening skills, including limited vocabulary, rapid speech, and challenging classroom conditions, which reduce confidence and engagement. Government students are particularly affected by vocabulary gaps and difficulty following fast speech,

whereas private students are more impacted by environmental factors such as background noise and technical interruptions. These findings indicate that while core difficulties are shared, school context influences the nature of listening challenges, highlighting the need for targeted support tailored to each setting to enhance comprehension and active participation in listening activities.

5.3. Recommendations

5.3.1. Recommendations for Government Schools Administration

- It would be beneficial for government school administrations to ensure that classrooms are equipped with essential listening resources—such as radios, audio recordings, and functional speakers—to help create environments supportive of active listening.
- It is recommended that government school administrations consider monitoring the implementation of strategy-based listening lessons more systematically and provide teachers with appropriate guidance and support, particularly in addressing challenges such as overcrowded classes and shortages of instructional materials.

5.3.2. Recommendations for Private Schools Administration

- It would be helpful for private school administrations to provide adequate resources and technical support to facilitate the smooth conduct of listening activities.
- It is recommended that private school administrations consider supporting teachers in addressing learner-related challenges—such as low motivation and limited instructional time—through the use of structured schedules and appropriate incentive mechanisms.

5.3.3. Recommendations for Teachers of Government Schools

- Teachers should implement strategy-based, interactive listening instruction that integrates pre-listening, while-listening, and post-listening stages, supported by visual aids and authentic materials.
- They should incorporate listening tasks into formative assessments to enhance student engagement and provide targeted vocabulary support.

5.3.4. Recommendations for Teachers of Private Schools

- Teachers should continue applying structured listening strategies and ensure consistency between planned approaches and actual classroom practices.
- They should prioritize motivating students and managing lesson time effectively to maximize participation and comprehension.

5.3.5. Recommendations for Students of Government Schools

- Students are encouraged to actively engage in classroom listening activities and discussions to strengthen comprehension, confidence, and reduce anxiety.
- They are encouraged to expand their vocabulary through reading, vocabulary exercises, and the use of authentic listening materials such as radio programs and recorded lessons.
- They are encouraged to practice listening outside the classroom to develop concentration and adapt to different speech rates and accents.

5.3.6. Recommendations for Students of Private Schools

- Students are encouraged to participate consistently in classroom listening activities and structured discussions to sustain motivation and active engagement.
- They are encouraged to make regular use of authentic listening resources outside the classroom—such as audio applications and media content—to reinforce comprehension skills.
- They are encouraged to develop self-regulation strategies, such as maintaining focus during minor disruptions and making use of available tools to access clear audio input.

5.3.7. Recommendations for Oromia Education Bureau

- It is recommended that the Bureau collaborate with the Shakiso Town Education Office to integrate English listening lessons into existing radio-based instructional programs so as to expand access for students.

- It would be valuable for the Bureau to organize targeted teacher training and professional workshops in listening pedagogy, in partnership with local higher education institutions such as Adola Teachers' College and Bule Hora University.
- It is suggested that the Bureau encourage teachers to adapt and enrich listening materials to better meet learners' needs, complementing national textbooks with locally relevant and context-appropriate resources.

5.3.8. Recommendations for MOE

- It is recommended that the Ministry work toward ensuring that listening skills receive systematic support within the national curriculum, including the provision of instructional materials and their integration into assessment frameworks.
- It would be beneficial for the Ministry to promote strategy-based, learner-centered approaches within national teacher training programs in order to strengthen the classroom implementation of listening instruction.
- It is suggested that the Ministry gradually encourage the use of affordable digital technologies—such as audio recordings, preloaded lessons, and school-based local networks—to support listening instruction and help ensure equitable access for all students.

5.4. Implications for Future Research

While this study provides valuable insights into the challenges of teaching and learning listening skills in governmental and private schools in Shakiso Town, it was restricted to Grade 8 learners within one town and thus may not reflect variations across other grades of primary schools, or secondary schools in the town or other towns. Additionally, it offered only a snapshot of current classroom practices, without examining the long-term effects of strategy-based instruction on students' listening competence. To facilitate comprehension, the student questionnaire was translated into Afaan Oromo and read aloud during administration; while this enhanced clarity, it may have introduced minor interpretation differences.

This study suggests important avenues for future research. Particularly, this study calls for further investigations that extend to other towns and grade levels, employing longitudinal

designs, and exploring innovative approaches such as technology-supported listening interventions. In other words, a future study could therefore focus on *“Exploring the Long-Term Effects of Strategy-Based Listening Instruction and Technology-Supported Interventions across Multiple Towns and Grade Levels in EFL Classrooms.”*

Also, the findings of this study underscore the importance of adopting structured, strategy-based listening instruction and integrating authentic materials in EFL classrooms. For teachers, this highlights the need to balance instructional strategies with active monitoring and formative assessment, while for students it emphasizes the value of regular practice, engagement, and vocabulary development to enhance listening competence.

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APENDIX-A

Questionnaire for Students

Dear Students!

The goal of this questionnaire is to gather data for my research entitled “*A Comparative Study of Private and Government Schools Teachers’ Practice of Teaching Listening Skills: Grade 8 Students at Shakiso Town in Focus*” Specifically, this questionnaire aims to collect your insights regarding the challenges you face while learning listening skills in English as a Foreign Language (EFL) classes. In addition, it seeks to explore classroom listening practices and the availability of supportive resources during listening instruction. Your participation is crucial; not only will it enhance understanding of these challenges, but it will also contribute to improving the teaching of English listening skills in schools like yours. Ultimately, this effort could lead to the development of better learning materials, more effective teaching methods, and increased classroom support. Thank you in advance for your cooperation!

General Instructions:

- Your honest responses are vital for the success of this study.
- All information you provide will be kept confidential and used solely for academic research purposes.
- Please do not write your name.
- There are no right or wrong answers—respond based on your personal experiences.
- Completing this questionnaire will take approximately 15–20 minutes.

Section A: Personal Information

Direction-1: Please circle your appropriate choice.

- | | | | |
|-----------------|----------------|----------------|-----------------------|
| 1. Sex: | 1) Male | 2) Female | |
| 2. Age: | 1) 11–13 years | 2) 14–16 years | 3) 17 years and above |
| 3. School Type: | 1) Private | 2) Government | |

Direction-2: Read each statement under Section B and C carefully, and indicate your level of agreement using this mark “X”.

Scale: 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Section B: Challenges in Learning Listening Skills

No .	Challenges in Learning Listening Skills:	1	2	3	4	5
1	I often do not understand English audio played in class.					
2	It is difficult to concentrate when listening to English in class.					
3	I struggle with unfamiliar vocabulary during listening tasks.					
4	I miss information because the speaker talks too fast.					
5	Background noise or poor audio quality makes listening hard.					
6	I feel anxious when I do listening tasks in class.					
7	I don't get enough practice in listening compared to other skills (reading, writing, etc.).					

Section C: Listening Practices and Use of Instructional Resources

No .	Listening Practices and Use of Instructional Resources	1	2	3	4	5
8	My teacher plays English audio (e.g., recordings, videos) to help us practice listening.					
9	My school has audio equipment (e.g., speakers, radios) for listening activities.					
10	I understand the teacher's English when s/he speaks slowly and clearly.					
11	We do listening activities that follow the textbook closely.					
12	I am encouraged to ask questions after listening activities.					
13	We discuss the listening task before and after doing it.					
14	I learn better when the teacher uses pictures or visuals during listening.					
15	Our classroom has the materials and resources needed to practice listening effectively.					

Thank You Very Much Once Again!

APENDIX-B

Questionnaire for EFL Teachers

Dear Teachers!

The goal of this questionnaire is to gather data for my study titled “*A Comparative Study of Private and Government Schools Teachers’ Practice of Teaching Listening Skills: Grade 8 Students at Shakiso Town in Focus*”. Therefore, I cordially request your assistance in achieving this purpose. This questionnaire is designed to assess the challenges EFL teachers face in teaching listening skills, examine the strategies they employ, and gather insights into their perceptions of effectiveness across both private and governmental schools. Your participation is essential; not only will it provide valuable insights for improving English language teaching practices, but it will also contribute to a better understanding of the challenges within the educational context. Thank you in advance for your cooperation!

General Instructions:

- Please answer all questions honestly based on your experiences.
- Your responses will remain **anonymous and confidential**.
- Participation is entirely **voluntary**, but your insights are highly valuable for improving English language teaching practices.
- Completing this questionnaire will take approximately 15–20 minutes.

Section A: Background Information

Direction-1: Please circle your appropriate choice.

- Gender:
 - Male
 - Female
- Age:
 - Under 25
 - 26–35
 - 36–45
 - Above 45
- School Type:
 - Government
 - Private
- Your qualification
 - Diploma
 - Degree
 - MA
- Years of Teaching Experience in EFL:
 - 1–5 years
 - 6–10 years
 - 11–15 years
 - More than 15 years
- Have you received any training specifically on teaching listening skills?
 - Yes
 - No

Direction-2: Read each statement under section A and B carefully, and indicate your level of agreement using this mark “X”. Scale: 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Section B: Challenges in Teaching Listening Skills

No.	Challenges in Teaching Listening Skills:	1	2	3	4	5
1	I face difficulties due to lack of appropriate listening materials or resources.					
2	The large number of students in class affects the effectiveness of listening activities.					
3	Students have poor vocabulary which hinders their listening comprehension.					
4	Many students are not motivated to participate in listening activities.					
5	Background noise or classroom conditions make it difficult to conduct listening lessons.					
6	Listening is often neglected in the curriculum compared to reading and writing.					
7	Time constraints prevent me from focusing adequately on listening instruction.					

Section C: Teaching Strategies and Practices

No.	Teaching Strategies and Practices:	1	2	3	4	5
8	I use pre-listening, while-listening, and post-listening stages when planning listening lessons.					
9	I provide students with listening strategies (e.g., predicting, summarizing, note-taking).					
10	I use authentic listening materials (e.g., audio clips, real conversations).					
11	I adapt my teaching strategies based on students' listening difficulties.					
12	I use technology (e.g., audio players, mobile apps) to support listening instruction.					
13	I feel confident in teaching listening skills effectively.					
14	I regularly assess students' listening comprehension through various tasks.					
15	The listening activities in the textbook are relevant and helpful for learners.					

Thank You Very Much Once Again!

APENDIX-C

Interview for EFL Teachers

Interview Guide: Teacher No. _____

Dear Teacher,

I would like to greet you with great respect and introduce myself. My name is Kali Gutema Gabisa, and I am currently pursuing my MA in TEFL at Haramaya University. The purpose of this interview is to explore EFL teachers' experiences, challenges, strategies, and perspectives regarding the teaching of listening skills in Grade 8 in both private and government schools. Your responses will be instrumental in identifying practical gaps, successful practices, and contextual factors that affect listening instruction. Thus, your contribution is invaluable and will significantly aid in improving the teaching and learning of listening skills in similar contexts. I sincerely appreciate your cooperation in advance.

Instructions:

- This is a semi-structured interview, allowing you to elaborate as much as you wish.
- There are, no right or wrong answers; the goal is to learn from your experiences.
- Your responses will be kept strictly confidential and used solely for academic purposes.
- The interview will take approximately 20–30 minutes.

A. Background & Experience

- 1) In which school do you currently teach, and how long have you been teaching English at the middle school level?
- 2) Have you received any training or professional development focused specifically on the teaching of listening skills? If yes, please describe how it impacted your teaching practices.

B. Challenges in Teaching Listening

- 3) What are the main challenges you face when teaching listening skills in your classroom?
- 4) To what extent are these challenges related to students?

C. Teaching Practices & Strategies

- 5) Can you describe how you usually conduct a listening lesson?
- 6) What teaching strategies or methods do you find most helpful in developing your students' listening skills?

D. School Context and Support

- 7) What kinds of support are available in your school to help you teach listening effectively?

E. Perceptions and Suggestions

- 8) In your view, what changes or improvements are most needed to make listening instruction more effective for your students?

APENDIX-D

Classroom Observation Checklist

General Information:

1. Observer's Name _____ Date: _____
2. School Code _____ Type of School: ☐ Private ☐ Gov't. Grade Level _____
3. Number of Students Present _____ Duration of the Lesson _____

No.	Observation Items	Yes	No	Partly	Remark
	A. Classroom Setup and Environment				
1	Seating arrangement allows students to focus and hear clearly.				
2	Classroom environment is free from major distractions.				
	B. Teaching Approach and Listening Stages				
3	The teacher activates students' prior knowledge before listening				
4	The teacher sets a clear purpose for the listening task.				
5	The teacher plays the audio/speaks clearly during the listening task.				
6	Students are given specific tasks while listening.				
7	There is follow-up discussion or review after the listening				
	C. Materials and Resources				
8	Authentic or semi-authentic listening materials are used.				
9	Textbook-based listening tasks are integrated during the lesson.				
10	Audio technology (e.g., speaker, phone, radio) is used.				
11	Visual aids (pictures, charts) are used to support listening tasks.				
	D. Student Engagement and Interaction				
12	Students are attentive and actively participate in listening tasks.				
13	Students interact or respond based on what they heard.				
14	The teacher encourages student participation and gives feedback.				
	E. Overall Impressions/ General Observations/				
15	The lesson reflects a structured, purposeful approach to teaching listening.				
16	The teacher appears confident and well-prepared to teach listening.				

Additional Notes /Comments (if any unique practices, challenges observed...)

APENDIX-E

Gaaffii Barattootaa (Afan Oromo Version)

Jaallatamoo barattootaa!

Kaayyoon gaaffilee kanaa qorannoo koo mata duree " Qorannoo Walbira Qabsiisuu Manneen Barnootaa Dhuunfaa Fi Mootummaa Hojii Barsiisoota Dandeetti Dhaggeeffachuu Barsiisuu: Barattoota Kutaa 8 Magaalaa Shakiso Irratti Xiyyeeffate" jedhuuf raga walitti qabuudha. Keessumaa, gaaffannoon kun rakkoolee dandeettii dhaggeeffachuu daree Afaan Ingiliffaa akka Afaan Biyya Alaatti baratamu keessatti yeroo baratan isin muudatu ilaalchisee hubannoo keessaan walitti qabuuf yaadameeti. Kana malees, haala shaakalli gochaawwan dhaggeeffachuu daree keessatti itti raawwatamu/hojiirra oolu fi yeroo gochi dhaggeeffachuu baratamu qabeenyi/meeshaaleen deeggarsa gahaan jiraachuu qorachuufis kan karoofaameedha. Kanaafuu, hirmaannaa keessan murteessaa kan taasisu, rakkoolee dandeettii dhaggeeffachuu haalan akka hin baranne godhan irratti hubannoo guddisuu qofa osoo hin taane, manneen barnootaa akka keessanii keessatti haala dandeettiin dhaggeeffachuu Afaan Ingiliffaa itti baratamu fooyyessuufis gumaacha olaanaa qaba. Akkasumas, qorannoon kun meeshaalee barumsaa fooyya'oo, mala barsiisuu bu'a qabeessa ta'e fi deeggarsa daree keessatti dandeettii dhaggeeffachuu gabbisan akeekuu ni danda'a. Tumsa keessaniif dursinee galatoomaa!

Ajajawaliigalaa:

- Milkaa'ina qorannichaatiif deebii amanamummaadhaan kennuun baay'ee barbaachisaadha.
- Odeeffannoon isin kennitan hundi iccitiita'ee kan eegamu yoo ta'u, dhimma qorannoo qofaaf kan oolu ta'a.
- Deebiin sirrii fi dogoggoraa hin jiru—muuxannoo dhuunfaa keessan irratti hundaa'uun deebii kenna.
- Waraqaa kana irratti Maqaa ofii barreessuun hin barbaachisu.
- Gaaffii kana guutuun tilmaamaan daqiiqaa 15-20 fudhata.

Kutaa A: Odeeffannoo Dhuunfaa

Ajaja-1: Filannoo keessan isa sirrii ta'e irratti marsi/mari.

- | | | | |
|------------------------|-----------------|-----------------|------------------------|
| 1. Saala: | 1) Dhiira | 2) Dubartii | |
| 2. Umurii: | 1) Waggaa 11–13 | 2) Waggaa 14–16 | 3) Waggaa 17 fi isaaol |
| 3. Gosa Mana Barumsaa: | 1) Dhuunfaa | 2) Mootummaa | |

Ajaja-2: Tokkoon tokkoon hima kutaa B fi C jala jiru sirriitti dubbisi, akkasumas sadarkaa waliigaltee kee mallattoo "X" kana fayyadamuun agarsiisi.

Iskeelii: 1 = Cimsee walii hin galu, 2 = Waliihingalu, 3 = Giddugaleessa,

4 = Walii hin galu 5 = Cimsee walii hin galu

Kutaa B: Rakkoolee Dandeettii Dhaggeeffachuu Barachuu.

T / L	Dandeettii Dhaggeeffachuu Barachuu Keessatti Qormaata/rakkoolee:	1	2	3	4	5
1	Yeroo baayyee dubbiin Ingiliffa adaree keessatti sagaleen taphatamu naaf hin galu.					
2	Daree keessatti Afaan Ingilizii yeroo dhaggeeffannu xiyyeeffachuun rakkisaadha.					
3	Yeroo hojii dhaggeeffachuu jechoota hin baramneen/haaraan/rakkadha.					
4	Dubbataan saaffisaan waan dubbatuuf odeeffannoon na jala darba.					
5	Sagaleen duubaa ykn qulqullinni sagalee gaarii hin taane dhaggeeffachuuf rakkisaa taasisa.					
6	Daree keessatti hojii dhaggeeffachuu yeroon hojjedhu yaaddoon natti dhagahama.					
7	Ogummaawwan biroo (dubbisuu, barreessuu fi kkf) wajjin walbira qabamee yoo ilaalamu dhaggeeffachuu irratti shaakala gahaa hin argadhu.					

Kutaa C: Shaakala Dhaggeeffachuu fi Itti Fayyadama Qabeenya/Meeshaalee Barnootaa

T / L	Shaakala Dhaggeeffachuu fi Itti Fayyadama Qabeenya Barnootaa	1	2	3	4	5
8	Barsiisaan/sttuun koo dhaggeeffachuu akkan shaakalu nu gargaaruuf sagalee Ingiliffaa (fkn, waraabbii, viidiyoo) ni taphachiisa/fti.					
9	Manni barumsaa koo meeshaalee sagalee (fkn, ispiikeera, raadiyoo) sochii dhaggeeffachuuf gargaaran ni qaba.					
10	Afaan Ingiliffaa barsiisaan/sttuun yeroo inni/isheen suuta jedhee/tte fi ifatti dubbatu/ttu nan hubadha.					
11	Gochaalee dhaggeeffachuu kitaaba barataarra jiran ykn dhiyaatanii hojjenna/ni baranna.					
12	Gochaalee dhaggeeffachuu booda gaaffii akkan gaafadhu na jajjabeeffama.					
13	Hojii dhaggeeffachuu raawwachuu duraa fi booda irratti ni mari'anna.					
14	Barsiisaa/stuu yeroon dhaggeeffadhu suuraa ykn viidiyoo yoo fayyadamu/tu caalaatti nan hubadha.					
15	Kutaan keenya meeshaalee fi qabeenya dhaggeeffachuu bu'a qabeessa ta'een shaakaluuf barbaachisan ni qaba.					

APENDIX-F

Teachers' Transcripts

Teacher G1 – Government School 1

Interviewer: Good morning, Teacher G1. To start, which school do you currently teach at, and how long have you been teaching English?

Teacher G1: "Good morning... I teach at Government School 1, and I've been teaching here for, uh, eight years."

Interviewer: Have you received any training specifically on teaching listening skills?

Teacher G1: "Uh... no, we usually attend, you know, general English training. Nothing specific on listening."

Interviewer: What are the main challenges you face when teaching listening skills?

Teacher G1: "Well... lack of equipment and, um, crowded classrooms. It's really hard to manage listening tasks."

Interviewer: To what extent are these challenges related to students versus external factors?

Teacher G1: "The school environment is the biggest issue... but yes, students also, uh, struggle with vocabulary and pronunciation."

Interviewer: Can you describe how you usually conduct a listening lesson?

Teacher G1: "Yes... I read passages aloud myself and, uh, ask them to listen and answer. That's, uh, all I can do."

Interviewer: What teaching strategies do you find most helpful?

Teacher G1: "Repetition... and giving the gist of the passage before I read."

Interviewer: What kinds of support are available in your school?

Teacher G1: "We have a radio tape, but no direct English lesson transmission, and... no recorded materials along with the textbook."

Interviewer: What changes or improvements are most needed?

Teacher G1: "Uh... class size must be reduced, and basic audio tools should be supplied."

Interviewer: Thank you for your time and insights.

Teacher G1: "You're welcome."

Teacher G2 – Government School 2

Interviewer: Good morning, Teacher G2. Which school do you teach at, and how long have you been teaching English?

Teacher G2: "Good morning. I've been teaching English at Government School 2 for, uh, three years."

Interviewer: Have you received any training specifically on listening skills?

Teacher G2: "Yes... but it was very brief and, you know, didn't go deep into real classroom strategies."

Interviewer: What are the main challenges you face when teaching listening skills?

Teacher G2: "Students lack vocabulary. They need every word to be clear, you know."

Interviewer: To what extent are these challenges related to students versus external factors?

Teacher G2: "It's a mix... students have low confidence and weak vocabulary, and we lack materials."

Interviewer: Can you describe how you usually conduct a listening lesson?

Teacher G2: "I introduce the topic, read a text slowly, and check understanding with a few follow-up questions."

Interviewer: What teaching strategies do you find most helpful?

Teacher G2: "Reading twice, showing related pictures, and simplifying the content."

Interviewer: What kinds of support are available in your school?

Teacher G2: "Almost none. We rely on textbooks and teacher's guide book."

Interviewer: What changes or improvements are most needed?

Teacher G2: "Listening should be treated as important as the skills of language in exam."

Interviewer: Thank you for your time.

Teacher G2: "No matter."

Teacher P1 – Private School 1

Interviewer: Good morning, Teacher P1. Which school do you teach at, and how long have you been teaching English?

Teacher P1: "Good morning, I teach at Private School 1. I've been teaching English at the middle level for around six years now."

Interviewer: Have you received any training specifically on listening skills?

Teacher P1: "Not specifically on listening, uh... nothing formal."

Interviewer: What are the main challenges you face when teaching listening skills?

Teacher P1: "Vocabulary is a huge issue. Students struggle to understand spoken words. Also, there's no recorded material from the school, so I often use my phone to play audio clips."

Interviewer: To what extent are these challenges related to students versus external factors?

Teacher P1: "It's both... students are underexposed to English and lack motivation, but we also don't have proper resources or quiet classrooms."

Interviewer: Can you describe how you usually conduct a listening lesson?

Teacher P1: "Yes... I start with a short discussion, introduce a few key words, and play an audio clip from my phone. After that, I ask questions or let students summarize."

Interviewer: What teaching strategies do you find most helpful?

Teacher P1: "Visuals and group discussion. When students talk in pairs after listening, it improves their focus."

Interviewer: What kinds of support are available in your school?

Teacher P1: "We have radio, but it doesn't start transmitting the lesson in English. So, I personally use my phone and the school speaker!"

Interviewer: What changes or improvements are most needed?

Teacher P1: "I think we need recorded listening materials aligned with the textbook and periodic training on listening instruction."

Interviewer: Thank you for your time.

Teacher P1: "You're very welcome."

Teacher P2 – Private School 2

Interviewer: Good morning, Teacher P2. Which school do you teach at, and how long have you been teaching English?

Teacher P2: "Good morning, I've been working at Private School 2 for the last four years."

Interviewer: Have you received any training specifically on listening skills?

Teacher P2: "No, not directly... but I've learned a lot by trying out new methods in class and talking with other teachers."

Interviewer: What are the main challenges you face when teaching listening skills?

Teacher P2: "The main issue is lack of attention. Students often lose focus unless the task is exciting."

Interviewer: To what extent are these challenges related to students versus external factors?

Teacher P2: "Mostly it's motivation-related. They don't feel listening is tested much, so they don't value it."

Interviewer: Can you describe how you usually conduct a listening lesson?

Teacher P2: "Yes... I use simple comprehension tasks. I read or play something, repeat it, and ask them to retell."

Interviewer: What teaching strategies do you find most helpful?

Teacher P2: "Short audio clips with repetition, and connecting listening to speaking activities."

Interviewer: What kinds of support are available in your school?

Teacher P2: "We have a radio for listening tools, but there is no transmission. Teachers use personal phones, a long speaker, or just read aloud."

Interviewer: What changes or improvements are most needed?

Teacher P2: "Better support from administration. Also, national exams should include listening tasks to make students take it seriously."

Interviewer: Thank you for your time.

Teacher P2: "You're welcome."

APENDIXI-G

Classroom Observation Detailed Results

Observation Items	Gov A			Gov B			Priv C			Priv D			Gov Total			Priv Total		
	Y	N	P	Y	N	P	Y	N	P	Y	N	P	Y	N	P	Y	N	P
A1. Seating arrangement allows students to focus and hear clearly	1					1	1			1			1		1	2		
A2. Classroom environment free from major distractions			1	1			1			1			1		1	2		
B3. Activates prior knowledge before listening		1				1	1			1				1	1	2		
B4. Sets clear purpose for listening task			1	1			1			1			1		1	2		
B5. Plays audio / speaks clearly			1			1	1			1					2	2		
B6. Students given specific tasks while listening		1				1	1			1				1	1	2		
B7. Follow-up discussion or review after listening		1				1	1			1				1	1	1		1
C8. Authentic or semi-authentic listening materials used		1			1				1	1				2		1		1
C9. Textbook-based listening tasks integrated	1			1			1					1	2			1		1
C10. Audio technology used		1			1				1	1				2		1		1
C11. Visual aids used		1				1	1			1				1	1	2		
D12. Students attentive and actively participate			1			1	1			1					2	2		
D13. Students interact/respond based on listening		1				1	1			1				1	1	2		
D14. Teacher encourages participation & gives feedback			1			1	1			1					2	2		
E15. Lesson reflects structured, purposeful approach			1			1	1			1					2	2		
E16. Teacher appears confident & well-prepared			1	1			1			1			1		1	2		

Notes: Y = Yes, N = No, P = Partly, Gov = government, Priv = Private