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**EFL Students' Listening Comprehension Difficulties: Case Study
of Third-Year Students of English at Belhadj Bouchaib Ain
Temouchent University**

*An Extended Essay Submitted in Partial Fulfilment of the Requirement for a
Master's Degree in Linguistics*

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Dedication

I dedicate this very humble work to all members of my family

I bestow it upon my dearest parents who have supported and encouraged me all of my life study, my father Lahouari (May God have mercy on his soul), and my beloved mother Fatima.

To my compassionate grandparents Mohamed and Safia.

To my beloved uncle Bouabdelellah, my brothers said and Hichem

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Abstract

The ability to listen and comprehend the spoken language of numerous utterances and oral texts is one of the most important things that students should do in order to master the English language. This research work aims at clarifying the importance of listening comprehension and discovering the students' difficulties that prevent them from developing listening comprehension skills. Furthermore, this extended essay attempts to find and provide students with some useful methods that can help them in overcoming those hindrances. In this research work, the researcher used three main research instruments, which are questionnaire, interview, and classroom observation. The analysis of these research tools showed that most Third-year EFL students were having a difficulty in developing listening comprehension skills and each student had his preferable method to use in order to solve his listening problems and improve his performance in listening comprehension.

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List of abbreviations and acronyms

EFL: English as a foreign language

ESP: English for specific purposes

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General Introduction

General Introduction

The English language is one of the world's most important and most commonly used languages, in which it is the national language of many countries and the language spoken by thousands of people across the globe. Learning English is one of the most crucial things that students should do to prepare themselves for future success.

For EFL students, studying English as a foreign language is difficult as several obstacles are hindering the mastery of English language abilities. The listening skill, which is the ability to receive language through the ears, is one of the most essential skills that can help students to learn any language that they want because it requires recognizing the sounds of speech and processing them into words and phrases. Furthermore, it is the first of four language skills that require both concentration and attention.

Listening comprehension refers to the different forms and methods that might be used to deduce and grasp the sense of a given spoken language or discourse. Awareness of speech sounds, knowing the meanings of words, or the grammar of sentences in which they are described may be included in these procedures. However, many shortcomings are affecting the listening understanding of the students these difficulties can be the consistency of recorded materials, unfamiliar language, pronunciation, duration and speed of listening. Although listening understanding in language learning and teaching is very important, English language teachers focus only on productive skills that are writing and reading comprehension, which makes it very difficult to be taught and hard to be learned.

One of the most significant things to achieve or to master the English language is the ability to listen and comprehend the spoken language of numerous utterances and oral text. This research work is an attempt to investigate the significance of listening skill in comprehending language, and the objective of this study is to explore the major problems that the students find in listening understanding and the strategies that can help them to overcome those difficulties.

The aim of conducting this research is to provide students with a piece of information about how to develop listening skills to comprehend language, and the present research work endeavours to find answers to the following questions:

1. What are the major reasons behind listening comprehension difficulties that Third-year EFL students face?

General Introduction

2. What are strategies and methods that can help students in overcoming those hindrances and improve their listening skills?

The above-mentioned questions led to formulate the following hypotheses:

1. The major reasons behind listening comprehension difficulties can be the quality of recorded material, unfamiliar vocabulary, accents, the duration and speed of listening.
2. The strategies that can help students to overcome their listening comprehension problems, and develop their listening skills are practicing regularly, choosing diverse listening materials, the use of active listening, listening and communicating at the same time.

To test hypotheses and get the required information, the present research work is divided into three chapters.

The first chapter is the literature review, which includes a piece of information about listening skill, the distinction between hearing and listening, the types, processes, and phases of listening, the meaning and importance of listening comprehension, the strategies and aims of listening comprehension lessons, the problems and challenges that the students find in listening comprehension, the strategies and methods that can allow the students to resolve their listening comprehension challenges, and improve their listening abilities. The Second Chapter is the methodology used in the present research work. It deals with the description of research methods, sampling, instruments, and the various procedures that are used in the present study. The third and final chapter provides an interpretation of the data obtained from the students' questionnaire, the teachers' interview, and the information retrieved from the classroom observation. This chapter also discusses several suggestions and implications for further studies relating to the successful role of listening comprehension in learning and teaching students the English language.

Chapter One:

Literature Review

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1.1 Introduction

Listening is among the most basic skills in learning and mastering The English language since it introduces new vocabulary to students as well as helps them to get the correct pronunciation and gain good communication skills that are needed both within and outside the classroom. This first chapter deals with identifying the listening skill, explaining the distinction between hearing and listening, mentioning the listening types, processes and stages. Furthermore, this chapter tackles the significance of listening comprehension for students, its strategies, goals and the major problems that the learners find with listening comprehension. This chapter also sheds light on the helpful strategies and methods that can help students to overcome their listening comprehension problems and develop their listening abilities.

1.2 The Definition of Listening

Purdy (1997) defines listening as a procedure of obtaining, making sense of, and answering spoken and/or non-verbal messages. Rost (2002) describes listening as a complicated process of perception in which listeners combine what they hear with their previous knowledge.

Rost (2009) adds that listening allows comprehending the world around and it is a needed component to develop successful communication. Bowen, Madsen, and Hilferty (1985) have shown that listening is an oral language perception. Students listen to the conversation, break sounds, arrange them into lexicality and syntax units, and understand the message. Listening is a process through involvement, creativity, and empathy of understanding what the speaker says, developing and describing context, and generating meaning. Jafari and Hashim (2015) stated that listening is a medium for understandable feedback and listening is dedicated to more than 50 percent of the time students spend studying a foreign language.

From these quotes, we can deduce that listening is an ability that plays a very important role in human life, and it is the key to all successful communication in which it helps us in the conversion process to receive and comprehend messages or information and through listening, we can develop new viewpoints, perspectives, and observations. Moreover, listening skill can help us to create strong relationships that are associated with trust and respect. Listening is one of the areas involved in the domain of language arts and conversation analysis, where it can enable students to improve their knowledge, understanding, and it

increases their productivity, and it allows them to create links between ideas, facts, and build their self-esteem.

1.3 The Difference Between Listening And Hearing

Many people interchangeably use both terms listening and hearing as they are the same, but there is a major difference between them, in which hearing is the inherent capacity or an inborn characteristic that enables us to recognize sounds by catching vibrations through the ears. Since most of the time we are surrounded by sounds, it is an accidental and automatic brain reaction to sounds that needs no effort. Hearing is one of the five senses that make us aware of sounds, and it is an unconscious mechanism by which a person experiences sound stimuli continuously. However listening is the mechanism in which the sense of words and phrases that you hear from the speaker during the conversation is understood, remembered, and interpreted. Instead of being spontaneous, listening is purposeful and concentrated and it is a little challenging since it is a cognitive skill that needs both concentration and attention, and people use it as a technique to understand what others are saying.

1.4 Listening Processes

The leading concept in the understanding process is the schema. The schema is a data structure for the general concepts contained in the memory to be displayed. Schema means a conceptual and textual framework used to interpret the text by the listener. To obtain schemata, the listener utilizes linguistic and situational clues about the new input. It becomes a leading framework in comprehension when a schema is extracted. The listener can understand the text if incoming modes are compatible with results from the schema. The three specific information processing modes result from the schema are bottom-up processing, top-down processing, and interactive processing (PourhoseinGilakjani and Ahmadi, 2011).

1.4.1 Top-Down Process

To grasp the context of a message, top-down processing utilizes background information that is based on general schemes. In which top-down processing builds general predictions and then searches for knowledge to fit into these schemes. By using the new information, the listener deliberately builds the original context of the speaker, to grasp what he/she hears, the listener uses the prior experience of the sense in which the listening occurs. Awareness of the subject, the speaker or speakers, and their relation with the situation and with each other and previous events are included in the background. If the obtained data is

unknown to the listener, his schemes cannot be extracted and he can only rely on his language skills in listening comprehension. Therefore, it can only lead to a lack of understanding based on top-down processing. (Carrel and Eisterhold, 1983 as cited in Pourhosein Gilakjani and Ahmadi, 2011).

1.4.2 Bottom-Up Process

Bottom-up processing is activated by the new data. Via schemas, the data pass into the device and from the most basic at the bottom to the most general at the top, in which schemata are created. Listening decrypts the sounds to complete texts from the relevant units in the process. Therefore, phonemic units are linked together to make words, words are interconnected to construct phrases, phrases intersected to construct sentences, and sentences are interconnected to construct complete text. Some incoming sounds precipitate schemas such as phonological awareness, morphological knowledge, and lexical and syntactical knowledge established in the mind of a listener. The bottom-up processing requires working on the form while knowledge about words, syntax, and grammar are essentials to the listener (Rubin, 1994 as cited in Pourhosein Gilakjani and Ahmadi, 2011).

1.4.3 Interactive Process

According to interactive processing, top-down and bottom-up processing can be paired with each other to improve listening understanding. The comprehension and interpretation will be easier by applying background knowledge information, contextual information and linguistic information. The listener can use his prior information to make predictions while the substance of the material is familiar to the listener. However, if the listener is unfamiliar with the content of the listening text, he can only use his linguistic knowledge to comprehend information, especially lexical and syntactic knowledge. (Pourhosein Gilakjani and Ahmadi, 2011).

1.5 The Types Of Listening

There are several essential types of listening in which people can use them according to the situation that they are in. These types are as follows:

1.5.1 Intensive Listening

This type is all about language analysis, and it can be time-consuming and sometimes dull since it focuses on the form and structure of language. Students need to analyze the text to understand each word, phrase, sentence, and grammar structure and to ensure that the text

is completely understood, and it helps intermediate students in understanding the most important, fundamental aspects of language.

1.5.2 Extensive Listening

This type is just about listening in general and having the ultimate sense or audio comprehension. The students do not have to interpret every word or concentrate on grammar rules, they only have to grasp the recording as a whole. Extensive listening allows learners to understand spoken language in a real-world sense, and it is essential for intermediate and advanced learners who want to progress from the academic understanding of language towards complete fluency.

1.5.3 Appreciative Listening

Appreciative listening is a method of listening in which someone deliberately looks for any auditory data that is personally valued or liked by this individual. If it leads to achieving an objective or satisfying a need, someone can also practice appreciative listening. For example, when listening to music, meditation seminars, poetry, audiobooks, or a speech from a person with an outstanding reputation, one uses appreciative listening.

1.5.4 Empathic Listening

Empathic listening is a systematic technique of listening that helps you to establish and deepen relationships with a better understanding, both mentally and emotionally, of what is being communicated. Empathic listening requires seeking to comprehend the speaker's feelings and emotions, which involves putting yourself in the place of the speaker and expressing your thoughts.

1.5.5 Critical Listening

It is the method in which a listener uses cautious, analytical thinking and reasoning just to see whether, in light of the objective facts, the message of a speaker makes sense. Critical listening happens when the listener needs to comprehend what each individual is saying, but still has some reason or responsibility to evaluate what the listener is said and how it is said.

1.5.6 Active Listening

The final type is an ability that enables a person to more effectively communicate with the speaker by paying attention to the discussion. It allows the person to acquire information that is not specifically discovered by properly observing and asking questions. Active listening is a method used to educate, train, and settle disputes. It requires complete attention and concentration to get a full understanding of a particular issue.

1.6 The Stages of a Listening Lesson

In the listening process, there are three main stages and they are essential in doing any listening task.

1.6.1 The Pre-Listening Stage:

This stage involves activities that will allow students to prepare about what they are going to study, and this gives them a better chance of succeeding in any given assignment. The pre-listening activities such as making predictions and brainstorming the topic can help teachers to find out what students know about the subject, they can also alleviate the anxiety of students who listen in a foreign language by offering a clear context, and they provide students with opportunities to discuss the topic in the classroom.

1.6.2 While-Listening Stage:

The next stage involves tasks and activities undertaken by a learner while listening to passages to demonstrate their comprehension of what was heard. Well-designed activities may help students to recognize what is relevant in a passage, interpret the structure of the text, keep focused throughout the passage, and demonstrate their comprehension of the passage or non-understanding it.

1.6.3 Post-Listening Stage:

The final stage consists of activities primarily aimed at helping students to focus on the experience of listening. These activities are conducted after the teacher has successfully performed pre-listening and while listening. The most common post-listening activities that the teacher can use in the classroom are summarizing the data that the students have learned, making discussions about the topic, sharing knowledge, and writing a short composition.

1.7 The Definition of Listening Comprehension

Rost (2002) and Hamouda (2013) describe listening comprehension as a process of interaction that the listener has to create meaning. Listeners can understand oral information through sound discrimination, prior experience, grammar forms, stress and intonation, and other linguistic and non-linguistic hints. Listening comprehension was described by Nagig (2013) as the different processes of comprehending and analysis of spoken language. This includes the identification of speech sounds, comprehending the sense of specific words and the grammar of sentences.

According to Dirven and Oakeshott-Taylor (1984), listening comprehension is seen as the product of teaching technique and it is connected by words such as comprehension of speech, comprehension of spoken language, comprehension of speech, and interpretation of speech.

From these quotes, we can deduce that listening comprehension includes the different processes involved in learning and creating the meaning of the spoken language, and this involves recognizing sounds of speech, knowing the context of specific words, and/or understanding the grammar of phrases they are presented in.

1.8 The Importance of Listening Comprehension

To communicate in English, listening comprehension is one of the most crucial skills that learners need to master, and it is an integral part of language learning. To improve understandable feedback, the improvement of listening comprehension skills helps learners excel in learning languages. Since the self-reliance of learners in listening comprehension is increased, they are encouraged to have significant exposure to spoken English, such as communicating with fluent speakers (Kurita, 2012). Listening comprehension involves more focus and a fast understanding is also needed. A number of factors should be discussed when listening which are contexts, facial expressions, and movements of the body that are very relevant for listeners to help them understand what speakers are expressing (Ziane, 2011). According to Rost (1994) and Ziane (2011), listening comprehension is very crucial since it is a mechanism by which we get feedback and learning does not take place without its understanding. Bouach (2010) states that listening comprehension is helpful for the pronunciation of learners. That is, they will know more and get used to its tone, intonation, tension, redundancy, and clusters as students are more exposed to spoken English.

1.9 The Goals of Listening Comprehension Lessons

Listening comprehension classes have specific objectives that all educators and students must be informed of these objectives (Paulston and Bruder (1976), cited in pourhosein Gilakjani and Ahmadi, 2011). They are as follows:

_ Listening comprehension lessons must be prepared carefully and progressively. Listening exercises vary from basic to more complex, although learners can learn the language.

_ Listening comprehension lessons often demand active students' participation. Student's participation is his/her written response to the listening comprehension topic and positive feedback on performance that can sustain students' concern and motivation.

_ Listening comprehension lessons can include a communicative need to remember and to improve focus. These two variables are useful in remembering and they can be done before listening to the material by giving the students written assignments.

_ Listening comprehension classes should concentrate on the task of conscious memory. One of the objectives of listening is to develop the memory of learners to enhance their memory capacity. Listening is receiving, it needs thinking, and it requires memory. It is impossible to isolate listening, thinking, and remembering.

_the emphasis of listening understanding lessons is on teaching rather than testing. The aim of reviewing the responses of learners is just feedback, which is a way to help learners comprehend how they performed and how they are progressing.

1.10 The strategies of listening comprehension

Several scholars such as Conrad (1985), O'Mally and Chamot (1990), and Rost and Ross (1991) and Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) have reported that listening comprehension is composed of three main strategies: cognitive, metacognitive, and Socio-affective. The level of the student can determine which strategy to be used

1.10.1 Cognitive strategies

Cognitive strategies are related to recognizing and collecting input for further use in short-term memory or long-term memory. Comprehension starts with the information obtained that is analyzed as consecutive stages of forming and a decoding process. A cognitive strategy is a problem-solving approach used mostly by learners to resolve the learning activity and to promote the learning of information (AzmiBingol, Celik, Yidliz, and Tugrul Mart, 2014). Derry and Murphy (1986) cognitive strategies have been described as problem-solving methods used by students to gain information or skills. From these quotes, we can deduce that Cognitive techniques are one kind of learning technique that students use to learn more effectively. These involve repetition, arranging new language, summarizing meaning, guessing contextual meaning, using memorizing imagery. To enhance learning, all these techniques require intentional manipulation of language. Mind mapping, visualization, mnemonics, underlying keywords are the activities that can be regarded as cognitive strategies.

1.10.2 Metacognitive strategies:

According to Rubin (1988), metacognitive strategies are specific measures used by students to regulate their performance through preparation, verification, assessment, and improvement. For example, listeners explain the objectives of a listening task for metacognitive preparation techniques and apply specific features of the aural language input that make the comprehension of aural input simple. According to Wenden (1998), students who utilize metacognitive methods can learn more easily and integrate knowledge outstandingly, can be constant and cope with all conditions, have the self-confidence to get support from partners, teachers, or relatives, and can observe and assess themselves. Salataci (2002) suggested that in the listening process, the utilization of metacognitive strategies improves the self-confidence, motivation, and capacity of learners to do and finish the activities.

1.10.3 Socio-affective strategies:

According to Vandergrift (2003) and Albdalhamid (2012) expressed that the methods used by listeners to cooperate, to check their understanding and to reduce their apprehension are socio-affective strategies. Wilson (2003) said that the contact of students with other learners and their styles of learning are linked to socio-affective strategies. Habte-Gabr (2006) said that students should know how to minimize anxiety, feel secure during listening exercises, and increase motivation to develop listening skills in a socio-affective strategy.

From these quotations, we can deduce that socio-affective strategies are techniques that allow learners to manage and monitor feelings, motivations and attitudes towards learning. In addition, through communication and interaction with others, students can learn more effectively.

1.11 Major Problems That Learners Face With Listening Comprehension

According to AzmiBingol, Celic, Yidliz, and Tugrul (2014), there are many hindrances that learners may encounter in listening comprehension processes and the goal is to be aware of and try to solve these problems. Some of these issues are as follows:

1.11.1 Quality of Recorded materials

In some lectures, professors may use some recorded materials that are not of good quality. The quality of the sound system can influence the understanding of listening to learners (AzmiBingol, Celic, Yidliz, and Tugrul Mart, 2014).

1.11.2 Cultural differences

Learners ought to be familiar with the language's cultural awareness, which has a huge influence on the learner's comprehension.

If listening activities require entirely different cultural content, it may become difficult for learners to comprehend them. Teachers are required for providing background information on listening practices in advance (Azmi, Celik, Yidliz, and Tugrul, 2014).

1.11.3 Accent

Munro and Derwing (1999) claimed that numerous accented speeches could lead to a significant decrease in understanding. Goh (1999) reported that 66% of students listed the accent of a speaker as the main factor influencing the perception of the listener. Unfamiliar accents, both native and non-native, can trigger severe listening comprehension problems and accent familiarity helps the listening comprehension of learners.

1.11.4 Unfamiliar vocabulary

According to AzmiBingol, Celik, Yidliz and Tugrul Mart (2014), listening to texts containing known words will be very convenient for students to understand. If students comprehend the meaning of words, this can stimulate their curiosity and enthusiasm and it will have a great effect on the ability of students to understand them. Certain words include more than one meaning, and students will be confused if they are not used properly in their appropriate context.

1.11.5 Length and speed of listening

Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) have argued that the level of students can play an important role when they listen to long speeches and maintain all details in their minds. For lower-level learners, it is very hard to listen for more than three minutes and finish the listening activities. Quick listening passages make it easier for learners to listen and decrease their frustration. According to Underwood (1989), speed would make it difficult to listen to the passage. Students can have extreme problems understanding L2 terms if the speakers talk too quickly. Listeners are not able to regulate the speed of speakers in this case, and this may cause important listening comprehension issues.

1.12 Useful methods to overcome listening comprehension difficulties.

There are several helpful and easy methods can help students not only to overcome their listening comprehension difficulties but also to develop their listening skills. These methods are as follows:

1.12.1 Regular Practice

Just as your muscles need regular exercise to remain fit and sharp, your ears also need regular listening practice. Your improvement would be quicker if you listen to some little English every day. Training your ears is not as hard as you thought. Once students recognize that native English speakers often contract words, drop sounds, and connect speech it is easier for them to notice it and improve their listening comprehension through practice.

1.12.2 The usage of different listening materials

While still learning English, it is possible to learn about other subjects. Branching out various entertainment areas will expand your knowledge and stimulate your memory and understanding. Choose English materials that you are interested in, and topics that you are not familiar with, so that your vocabulary can be extended further.

1.12.3 Listening and speaking at the same time

You can practice a different collection of words when you have a conversation with someone from your English class, because the more you talk, the more you get the chance to listen and learn new words. Furthermore, your brain can develop stronger ties with the grammar and vocabulary that you have learned when you listen and speak at the same time.

1.12.4 Developing active listening

By listening carefully to the pronunciation of words and phrases, the intonation and accent of the speaker, giving suggestions, responding correctly, indicating that you are listening, and using eye contact, you will develop and improve your active listening.

1.13 Conclusion

This theoretical chapter has focused on providing a general background concerning the meaning of listening, showing the distinction between listening and hearing, describing and explaining the listening processes, types, and stages. Furthermore, this chapter also dealt with the definition of listening comprehension, its importance, strategies, and aims of listening comprehension lesson. It also sheds lights on the major difficulties that the students find in listening comprehension and some useful methods or strategies that can help them to overcome those difficulties and develop their listening skills. The next chapter is about the methodology used in the study in which it will highlight, describe, and explain the research objectives, methods, and the description of research instruments.

Chapter Two:

Methodology

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2.1 Introduction

The second chapter is devoted to an explanation of the research methodology, data collection, and analysis. It is also used as a description of a case study concerning the major difficulties that the students face in listening comprehension. Particularly this chapter represents and clarifies the objectives of the research work and it describes the research instruments that are used in this research and it also introduces the sample population followed by data collection procedures and data analysis methods. In addition to that, this chapter also provides a clear explanation and interpretation of the validity and reliability of the collected data.

2.2 The Research Objectives

This research work aims at providing data that can help both students and teachers to know and understand the importance and value of listening comprehension. It tries to demonstrate the major drawbacks and problems that the EFL learners face in listening comprehension, and what are their favourite methods that can help them in overcoming their listening comprehension difficulties. The main purpose of this study is to gather different points of view concerning the usage of listening comprehension in learning and teaching the English language at the University of Ain Temouchent.

2.3 The Sample Population

Sampling is a method of choosing individual members or population groups to make inferential statistics from them and to evaluate the characteristics of the population as a whole. In this research work, the participants were EFL teachers and The University of Ain Temouchent students. They were chosen to respond to the research instruments addressed to them. However, a sample population of three (03) teachers and sixty (60) students have been drawn from this large population. The participants were selected randomly to represent the entire population.

2.3.1 The Students' Profile

The students involved in this study were third-year EFL students at the English department at the University of Ain Temouchent. They were sixty (60) students, thirty-eight (38) female and twenty-two (22) male aged between nineteen (19) to twenty-five (25) years old. They were randomly selected to answer the online questionnaire about their major difficulties that they face in listening comprehension and what are their favourite methods that

can help them to overcome listening comprehension difficulties. There were many reasons for choosing third-year EFL students. First, they studied English for three years and they know exactly how listening comprehension is being taught and learned at this university, furthermore, they are well experienced and aware of what they are doing and this can help the researcher to collect honest answers or information from them.

2.3.2 The Teachers' Profile

In addition to third-year EFL students, three EFL teachers were involved in this research work; all of them were female associate professors. They have different specialties in which two teachers were specialized in sociolinguistics and the remaining one in ESP. The choice of those teachers was because they have already dealt with the oral expression module in the English department, and they had an experience concerning teaching listening comprehension to EFL students.

2.4 The Research Instruments

In this research work, the researcher has used three main research instruments to collect data that are needed to make an investigation about listening comprehension difficulties and the methods that can help students to overcome their listening understanding problems. The present work was developed through the use of a questionnaire, interview, and classroom observation, these tools are regarded as efficient methods to conduct and facilitate the work with less time and efforts.

2.4.1 Questionnaire

A questionnaire is a research tool, consisting of a set of questions, designed to gather information from the respondents. The internet or online questionnaire provides a relatively cheap, quick, and efficient way to obtain a large amount of information from a large sample of a population. In this research work, the questionnaire of 12 questions was addressed to sixty (60) third-year EFL students, which aims at gathering information about listening comprehension difficulties. This questionnaire took place in February 2021, and it was posted on the third-year EFL Facebook group because of the insufficient time, and the outbreak of covid 19. The questionnaire that is used in this research is divided into two parts; the first part consists of questions that represent general information about students such as their age, gender, and level. Whereas, the second part involves questions that deal with students'

listening comprehension difficulties. Noticeably, all the questions were answered because the questionnaire contains only closed-ended and multiple choices questions.

2.4.2 Interview

In general, an interview is a qualitative research technique that involves asking open-ended questions to talk to participants and gathering data about a specific topic, issue, or idea. Electronic interviews are a data collection tool for accessing and engaging with respondents through electronic communication facilities. It is possible to conduct interviews online, in real-time, or via e-mail. In this research work, the researcher uses an online interview because of the unavailability of teachers, and the respect of health protocol. The interview was made up of eight (08) structured questions, that were used to make an investigation about how listening comprehension is being taught and what are the major problems and difficulties that the teachers find in teaching it.

2.4.3 Classroom Observation

Classroom observation is a process of observing teacher's and learner's performance in a classroom or learning environment. Observation in the classroom is a quantitative tool for monitoring and assessing the conduct and mastery of teachers and learners by systematically observing and recording them in motion. Bailey (2001) describes classroom observation as the intentional study of teaching/ or learning methods through the systematic data collection and analysis process. In this research work, the main aim of the classroom observation is to demonstrate and observe how listening comprehension is being taught, how students interact with the teacher, and what are the materials that are used in teaching it. Such a process is done in three attendances with different EFL third-year groups, and with different oral expression teachers.

2.5 Data Collection Procedures

Data collection is the method by which information on variables of interest is collected and evaluated in a defined systematic manner that allows one to answer specified research questions, test hypotheses, and evaluate results. To analyse findings or gather useful information, data collection is the method of obtaining quantitative and qualitative information on particular variables. In this research work, different procedures were involved in the collection of data. First, the researcher used three main research instruments, which are questionnaire, interview, and classroom observation to collect both quantitative and

qualitative data simultaneously. Furthermore, the researcher has done a pilot study for the questionnaire just to identify questions that do not make sense to the third-year EFL students before posting them on their Facebook group. Moreover, the interview was done via e-mail in which three teachers were asked to answer the interviewer's questions. In addition to that, the researcher has to do classroom observation in multiple attendances, with different groups and oral expression teachers.

2.6 Data Analysis Methods

Data analysis is defined as statistical analysis, transforming, and modelling process to discover useful knowledge about a specific issue. Data analysis aims to derive data from useful information and to make a decision based on data analysis. In this research work, to analyse a questionnaire, the researcher depends on a mixture of data analysis methods, which are quantitative and qualitative data analysis. For analysing the collected data of an interview, the researcher has to use qualitative data analysis, and for analysing the collected data of classroom observation, the researcher has to rely on quantitative data analysis methods.

2.6.1 Quantitative Data Analysis

Quantitative analysis is a method used to understand a specific event or an issue by using mathematical and statistical modelling, measurement, and analysis. Quantitative analysis, in terms of a numerical meaning, reflects a given fact. The Quantitative method is regarded as a procedure of gathering and analysing statistical data. It can be used for identifying trends and averages, making forecasts, evaluating casual associations, and generalizing outcomes to larger populations.

2.6.2 Qualitative Data Analysis

Qualitative analysis is essentially a measure of quality rather than quantity. When the researcher makes a qualitative analysis, he explores how to identify and describe something, and usually, the researcher does not use numbers or numerical expressions to define these things, because Qualitative analysis deals only with data that is intangible and inaccurate and can be difficult to obtain and calculate.

2.7 Validity and Reliability

Validity and Reliability are concepts that are used to determine research efficiency. They mean how well something is calculated by a method, technique or examination. Reliability is about the accuracy of a measure, and the precision of a measure is about validity. Patton (2001) argues that validity and reliability are primary components that will be of concern to any qualitative researcher when conducting a study, analyzing results and evaluating the quality of the study. Triangulation refers to the process of using various data sources or several data analysis methods to increase the validity and reliability of research work. Patton (2001) expressed that « triangulation strengthens a study by combining methods. This can mean using several kinds of methods or data, including using both quantitative and qualitative approaches ».

2.8 Conclusion

This chapter is devoted to an explanation of the research methodology, data collection procedures and analysis, and it clarifies the case study concerning the major difficulties that the students face in listening comprehension. This chapter demonstrates the research work's objectives and research instruments. Moreover, this chapter also provides a clear interpretation of the validity and reliability and analysis of the collected data. The following chapter will be devoted to the analysis of research instruments and the discussion of the main results, and it will provide some suggestions and recommendations concerning the development of listening comprehension skills.

Chapter Three:

Data Analysis, Suggestions and Recommendations

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Chapter three: Data analysis, suggestions and recommendations

3.1 Introduction:

The present chapter aims at providing the analysis of research instruments, which were students' questionnaire, teachers' interview, and classroom observation analysis. Moreover, this chapter discusses and interprets the main results, and it provides teachers with some useful recommendations that can help them in teaching listening comprehension skills. Furthermore, this chapter comes up with a piece of advice that would allow students to be good listeners in the future.

3.2 The Analysis of Research Instruments:

This part is devoted to the data collected using research instruments, which were questionnaire, interview, and classroom observation. This part of the research would help us to calculate, interpret, and figure out answers that demonstrate the students' difficulties in listening comprehension.

3.2.1 The Students' Questionnaire Analysis:

In this research work, the questionnaire was addressed to third-year EFL learners, and 60 students answered it. The questionnaire contains two sections; the first one was concerned with general information about the participants such as their gender, age, and level. Whereas, the second section dealt with the students' difficulties in listening comprehension.

Section one: general information

Table 3.1

Gender Distribution

Response	Participants	Percentage
Male	22	36,7%
Female	38	63,3%
Total	60	100%

Chapter three: Data analysis, suggestions and recommendations

Table 01 illustrated that about 63,3% of the participants were females and 36,7% were males. This indicated that females were more motivated and agreed to participate in this research work more than males.

Table 3.2

Students' Age

Age	Participants	Percentage
18-20	28	46,7%
21-25	32	53,3%
Total	60	100%

The provided table 02 showed that our participants were relatively young. The students aged between 18-20 were about 46,7% while 53,3% of the participants were between 21-25. This indicated that the majority of the participants who agreed to participate in this research work were around 21-25 years old.

Table 3.3

Students' Proficiency in the English Language

Level	Participants	Percentage
Intermediate	30	50%
Advanced	22	36,7%
Novice	05	8,3%
Superior	03	5%
Total	60	100%

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The objective of asking this question was to determine the students' level or proficiency in the English language, and from table 03 above, The researcher deduced that 50% of the participants had an intermediate level in The English language, 36,7% belonged to the advanced level, 8,3% were a novice, 5% had a superior level. This indicated that most of the participants who have participated in this study had an intermediate level.

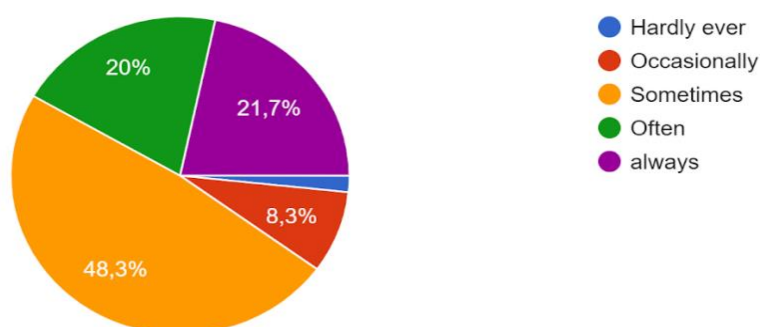
Section two; The students' difficulties in listening comprehension.

Figure 3.1

The Students' Frequency in Practicing the Listening Skill

How often do you practice listening skill?

60 réponses

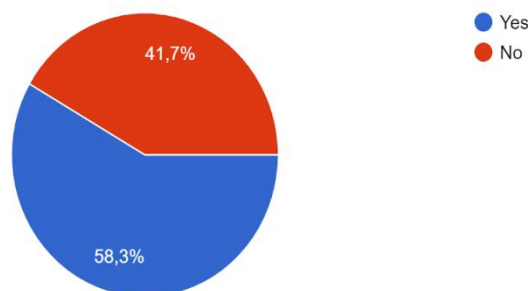


This question aimed at knowing the students' frequency of practicing the listening skill, which is considered as the most important skill in learning a foreign language. From the results have been shown in figure 01 above, the researcher noticed that 48,3% of participants sometimes practice the listening skill, 21,7% practice it always, 20% practice it often, 8,3 practice it occasionally. This indicated that most of the participants in this research work sometimes practice the listening skill because they did not have enough materials and they were not motivated to practice it always by the teachers.

Figure 3.2

Students' Difficulty in Understanding Listening Texts

Do you find difficulties to understand listening texts in which there are too many unfamiliar words?
60 réponses

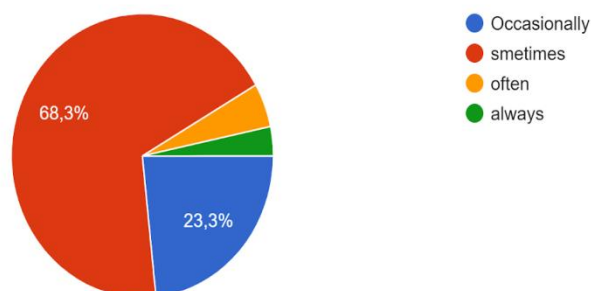


From the results of figure 02, the researcher confirmed that the majority of students who represented 58,3% were having a difficulty in understanding listening texts when they did not know the meaning of certain words, while 41,7% of them didn't have this problem. This indicated that most of the participants in this study had a difficulty in understanding the listening text due to the lack of vocabulary and practice.

Figure 3.3

Students' Difficulty When They Listen To Long Spoken Texts

Do you find difficulties when you listen to long spoken texts?
60 réponses

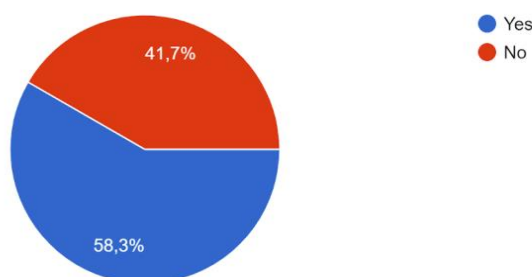


The results of figure 03 above showed that 68,3% of students found difficulty in understanding long-spoken texts, 23,3% occasionally faced this problem, 5% often found this hindrance. This indicated that listening to long-spoken text could be a big challenge for most of the participants and this was a sign that they lacked regular practice.

Figure 3.4

The Students' Difficulty When the Speaker's Pace Is Fast

Do you find difficulties when the speaker's pace is fast?
60 réponses

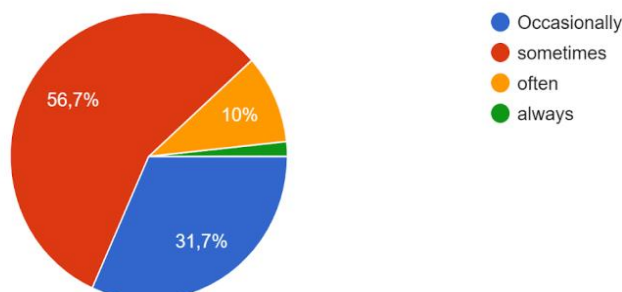


The aim behind asking this question was to figure out whether the students have a difficulty in listening and understanding language when they listen to fast speakers. From figure 04 above, the researcher deduced that 58,3% of participants were having this difficulty, while 41,7% of students did not have this problem. This indicated that most of the students who participated in this research work were not accustomed to listening and understanding fast speeches.

Figure 3.5

The Students' Difficulty in Understanding Native English Speakers

Do you find difficulties in understanding native English speakers?
60 réponses



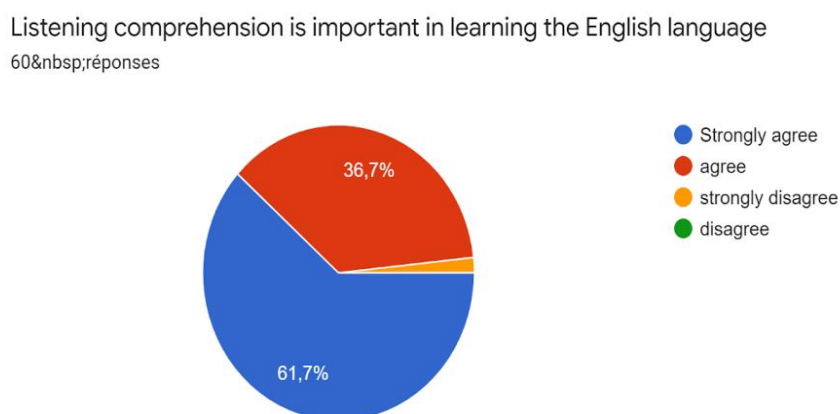
Because of the students' exposure to the media and Hollywood movies, the researcher was motivated to figure out whether the students had a difficulty in understanding native

Chapter three: Data analysis, suggestions and recommendations

English speakers. According to the results of figure 05 above, the researcher noticed that 56,7% of participants sometimes found difficulty in understanding native speakers, 31,7% of students occasionally faced this problem, 10% of them often suffered from this issue. This indicated that although native speakers' speech was the main source of learning the English language, students sometimes found difficulty in understanding them.

Figure 3.6

The Importance of Listening Comprehension in Learning the English Language



It is very essential to know EFL students' attitudes towards the importance of listening comprehension in learning a foreign language. The results of Figure 06 clarified that 61,7% of students strongly agreed with this statement, while 36,7% of participants only agreed with the statement. This indicated that most of the participants strongly agreed and they gave much importance to listening comprehension because without listening and understanding the speech we could not learn any language.

Table 3.4

Students Difficulty in Developing Listening Comprehension Skills

Options	Participants	Percentage
Yes	41	68,3%
No	19	31,7%
Total	60	100%

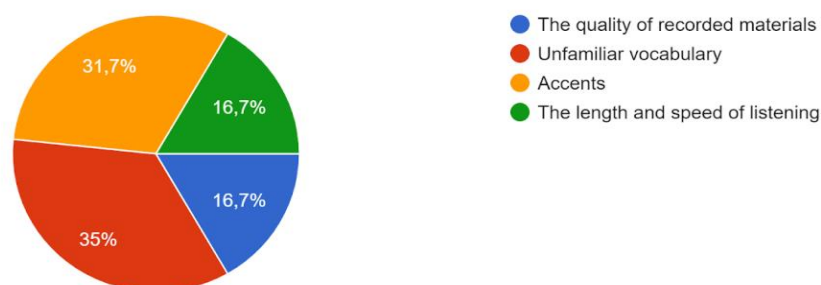
Chapter three: Data analysis, suggestions and recommendations

The results of table 04 above showed that 41 students who represented 68,3% had a difficulty in developing listening comprehension skills, while 19 students who represented 31,7% did not have this problem. This indicated that most of the participants in this study were facing difficulty in developing listening comprehension skills due to the lack of practice, materials, and motivation.

Figure 3.7

The Students' Problem in Listening Comprehension

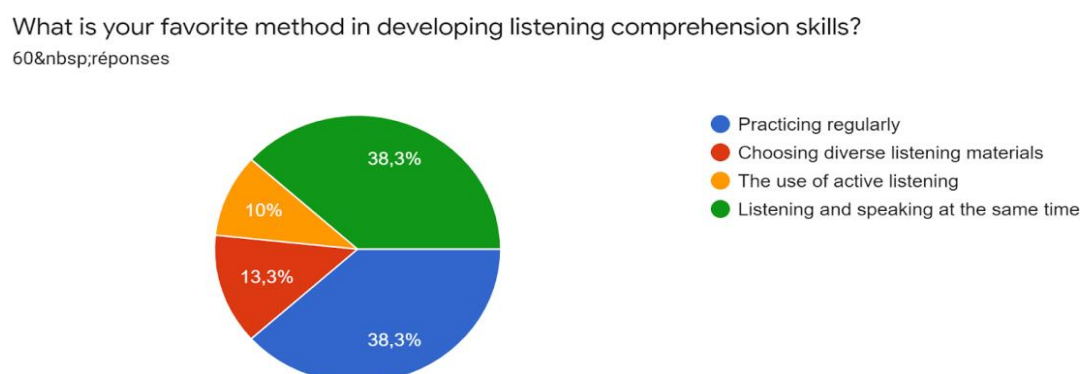
Your biggest problem in listening comprehension is:
60 réponses



It is very important to discover the students' biggest problem that prevented them from developing listening comprehension skills. The results of figure 07 above showed that 35% of students had a problem with unfamiliar vocabulary, 31,7% had a problem of understanding accents, 16,7% had a problem with the length and speed of listening, 16,7% had a problem with the quality of recorded materials. This indicated that most of the participants in this research work were suffering from the problem of understanding unfamiliar vocabulary due to the lack of communication, reading, listening to audio and video recordings with diverse content.

Figure 3.8

The Students' Favourite Method in Developing Listening Comprehension Skills



The main objective behind asking this question was to know the students' favourite method that they liked to use to develop their listening comprehension skills. From the results of Figure 08, the researcher discovered that 38,3% of participants preferred both practicing regularly, listening and speaking at the same time. While 13,3% preferred choosing different listening materials, 10% liked the use of active listening. This indicated that practicing regularly, listening and speaking at the same time are the most preferable methods that students enjoy using them.

3.2.2 The Teachers' Interview Analysis:

The interview was addressed to three EFL teachers of Ain Temouchent University. Due to the insufficient time and the outbreak of covid 19 the researcher preferred to use an online interview with three female candidates who taught oral expression, just to make an investigation about their experience in teaching listening comprehension. The interview involved eight (08) main questions which aimed to make an inquiry about how listening comprehension is being taught and to explore the difficulties that the teachers faced in teaching it. The interview's questions were analysed and presented as bellow:

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Item one: How many years have you been teaching English at the university level?

Teacher one: 11 years

Teacher two: 10 years

Teacher three: 08 years

The researcher can deduce from these responses how well the teachers were experienced at the university level in the field of teaching the English language. Experience means having wealth or piece of information about the students, modules, and teaching methods.

Item two: How many years have you been teaching oral expression?

Teacher one: 08 years

Teacher two: 01 year

Teacher three: 01 year

The purpose behind such a question was to know or check the experience that third-year oral expression teachers have at The University of Ain Temouchent. These teachers have different experiences in teaching that module, in which the first teacher spent eight years teaching it, which means she is well experienced and her answers will be valuable. However, the remaining teachers had the experience of only one year.

Item three: As a teacher of oral expression, do you give much importance to the listening skill during your session?

Teacher one: Yes, since it is required by the curriculum

Teacher two: Of course, mastering this skill helps students to perform better orally.

Teacher three: Of course, because the listening and speaking skills go hand in hand. For students to improve their speaking they need to listen first to see how language is produced so that they can imitate it.

The aim behind asking this question was to confirm whether the teacher gave importance to the listening skill or not, and fortunately, the three of them gave much importance to it during the sessions of oral expression, Furthermore, they considered it as an important skill that can help students in improving their speaking skill.

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Item four: What are the main activities that you use to develop this skill?

Teacher one: True or false, taking notes, gap filling, multiple choices

Teacher two: Listening to different tracks, music and videos

Teacher three: Listening to a dialogue between natives, using games.

The aim behind asking this question was to explore the main listening activities that the teachers use to help their students to develop that skill. In this interview, the researcher found that the three teachers use different listening activities, which were useful for both skills listening and speaking.

Item five: How could you determine that your students are good listeners?

Teacher one: Through their answers to the questions.

Teacher two: When they answer the questions provided to them appropriately and accordingly.

Teacher three: When they participate and provide correct answers.

The main purpose of this question was to discover how teachers knew that their students were good listeners. By asking this question, the researcher could notice that the three teachers have similar ways or methods in determining and recognizing how their students were good listeners such as participating and providing correct answers.

Item six: What are the difficulties that you find in teaching listening comprehension skills?

Teacher one: there is no available material proposed by the administration, no conducive environment

Teacher two: Lack of adequate materials and devices, lack of laboratories at university.

Teacher three: Lack of materials, the variant level of students and their learning styles

By asking this question, the researcher could infer the teachers' problems and difficulties in teaching listening comprehension at The University of Ain Temouchent. The most common problem among the three teachers was the lack of materials, which is a huge problem, and other difficulties such as the lack of laboratories, unsuitable environment, variant level of students, and their learning styles.

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Item seven: According to you what is the major problem that makes students having difficulties in listening comprehension?

Teacher one: Unfamiliar vocabulary and accents

Teacher two: The quality of recorded materials and unfamiliar vocabulary

Teacher three: The quality of recorded materials, the length and speed of listening

The reason behind asking this question was to discover the teachers' point of view about the difficulties that the students found in listening comprehension, and each teacher answered the question differently according to their experience in teaching the students.

Item eight: According to you what is the most beneficial method that the students can use to overcome those difficulties and develop their listening comprehension skills?

Teacher one: Practicing regularly, choosing diverse listening materials

Teacher two: Practising regularly, the use of active listening

Teacher three: Practicing regularly, listening and speaking at the same time

By asking this question, the researcher could figure out the most beneficial method that could help students to overcome those difficulties and develop their listening comprehension skills. Each teacher answered the question differently, but the most common method on which the three teachers agreed was practicing regularly.

3.2.3 Classroom Observation Analysis:

Classroom observation was conducted at The University of Ain Temouchent with third-year EFL students, in which the researcher attended three oral expression sessions with different groups and teachers. The purpose of this process was to observe how listening comprehension was taught, and how the students interact with the teachers.

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Table 3.5

Classroom Observation's Information of the First and Second Sessions

<p>Date of observation: Monday, January 25th, 2021</p> <p>Time: 09:00-10 :00/ 10 :00-11 :00</p> <p>University name :BelhadjBouchaib</p> <p>Location : Ain temouchent</p> <p>Level: Third-year/ First group</p> <p>Module: Oral expression</p> <p>Number of students: 25 studentsboys:06 girls:19</p> <p>Instruments used to record data: Pen and copybook</p> <p>Materials used in The classroom: whiteboard, copybooks, pens</p>

The main aim of making classroom observation was to check whether the teacher gave much importance to the listening skill or not, and how the students interacted during oral expression sessions. After sitting at the back for two sessions, the researcher noticed that the classroom was clean, calm and the students were well disciplined. When the teacher started explaining how to make presentations and creating debates, a few students raised their hands wanting to present a topic about child kidnapping to which the teacher agreed. After finishing their presentation, the teacher asked their students to give their opinions about the topic and she motivated them to participate and speak about whatever they wanted. The second session was like the first one the teacher asked other students to make presentations in which they tackled, and discussed various topics, which were car accidents, the advantages and disadvantages of media, the outbreak of covid 19. Making classroom observation in two sessions the researcher has revealed many things that make the listening skill hard to be developed such as the students studied oral expression in an ordinary classroom and not in the laboratory. There were no materials used during the oral expression session, the teacher gave much importance to the speaking skill more than listening and she encouraged the students to speak freely without any hesitation, in addition to that, the students did not even listen to each

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other, which could cause many problems for students in developing listening comprehension skills.

Table 3.6

Classroom Observation's Information of the Third Session

Date of observation: Thursday, January 28th, 2021
Time: 11 :00-12 :00
University name: BelhadjBouchaib
Location: Ain temouchent
Level: Third-year/ group five
Module: Oral expression
Number of students: 21 students boys:05 girls:16
Instruments used to record data: Pen and copybook
Materials used in the classroom: laptop, speakers, whiteboard, copybooks, pens

Making classroom observation in the third session was different from the previous ones, in which the researcher has experienced and discovered various things that could enrich this research work. At the beginning of the session, the teacher put her laptop and speakers in the middle of the classroom and asked her students to sit around them to take notes and listen to a dialogue several times. The students started listening to a dialogue between natives talking about their hobbies and plans, after finishing with listening, the teacher started asking her students some questions just to test their comprehension and to know their opinions and their preferable hobbies. In this session, the researcher noticed that the students enjoyed listening to the dialogue in which they answered the teacher's questions correctly and appropriately. Furthermore, the teacher showed respect to all the listening stages, and she gave much importance to the listening skill and that what could create an enjoyable and good atmosphere to learn the English language.

3.3 Discussion and Interpretation of the Main Results:

To develop this research work, the researcher had proposed a set of hypotheses. In the first hypothesis, the researcher suggested some major reasons behind listening comprehension difficulties, which were the quality of recorded materials, unfamiliar vocabulary, accents, the length and speed of listening. After analysing, the data collected from students' questionnaire, teachers' interview, and classroom observation. The present research work proved that this hypothesis is true because both teachers and students confirmed that there were many difficulties that made developing listening comprehension skill a challenge for most EFL learners.

The results of this research work are compatible with the study of Ahkam (2015) in his studies conducted on "the difficulties encountered by EFL learners in listening comprehension". He found out that unfamiliar vocabulary, lack of background knowledge, not enjoying the listening excerpt, noises around, and poor recordings could all be major factors that would cause difficulty in developing listening comprehension skills. Furthermore, those difficulties could lead the students to lose concentration and made them feel tired and unable to catch up with the flow of speech.

For the second hypothesis, the researcher suggested some methods that can help students to overcome their listening comprehension problems and develop their listening skills. Those methods were practising regularly, choosing diverse listening materials, the use active listening, listening and speaking at the same time. The findings of this research work revealed that this hypothesis is true because both teachers and students found those methods useful for improving listening comprehension since it is considered as one of the most crucial skills that learners need to master, and it is an integral part of language learning.

The results of this research work are compatible with the study of Lestyo Rini (2017) in his studies conducted on "Revealing students' listening comprehension difficulties and strategies in intermediate listening class". He found out that the strategies and solutions in dealing with listening comprehension problems were the use of media as a learning tool, and scanning the question before listening because they will help the students in improving their vocabulary, getting used to hearing English accents, having an idea about a particular topic, and practicing listening to fast speeches.

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Finally, one may say that listening comprehension is very useful in learning a foreign language because it is the mechanism, which we give feedback, and learning does not take place without it. Furthermore, the teacher should encourage his students and advise them to use some methods to develop their listening comprehension skills and to be good listeners in the future.

3.4 Recommendations for Teachers:

Relying on the results obtained from this research work, the researcher has suggested some useful recommendations that would help teachers in teaching and developing the listening comprehension skills of their students. These recommendations are listed as follows.

➤ Teachers have to use a variety of recorded resources to introduce a variety of voices into the classroom: male, female, various ages, different accents, voice qualities and so on.

➤ By setting the scene, introducing the characters, and pre-teaching vocabulary, the teachers can help students to develop a “schema” in which it will allow them to understand what they hear.

➤ Teachers should assign a listening task to students before they begin listening, directing them to an overall “gist” interpretation of the passage.

➤ By re-playing the recording many times, the teacher will allow his students to double-check their responses to the task.

➤ Short sketches, documentary films, dramatic and comedic materials, news programs, and interview segments can all be used by the teacher to help his students in improving their listening and thinking skills.

3.5 Recommendations for Students:

Developing listening comprehension skills is very important for having successful communication with other people, in this work, the researcher sought to provide students with some useful recommendations that can help them to be better listeners in the future. These recommendations are listed as follows:

➤ Maintain eye contact and turn to face the speaker to show that you are paying attention

➤ Do not pass judgment while you are listening

➤ Listen carefully and do not disturb the speaker

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➤ Use active listening techniques such as showing concern, paraphrasing and, asking open-ended questions.

➤ Consider what the other person is saying rather than how you should respond.

3.6 Study Limitations:

Every research project has limitations and this extended essay is not exceptional, because the researcher found himself limited by time and data. Due to the outbreak of Covid 19, most libraries and universities were closed, and that what hindered the researcher's efforts to complete the work properly. Furthermore, the researcher chose to use an online questionnaire and interview with the participants just to avoid wasting time and give much importance to the health protocol.

3.7 Conclusion:

This current chapter has summarized the results drawn from the three major research instruments, which were questionnaire, interview, and classroom observation. Moreover, this chapter provides a clear discussion and interpretation of the main results. It also suggests some useful recommendations for teachers about how to teach listening comprehension skills, and it provides students with a piece of advice about how to be good listeners in the future.

General Conclusion

General Conclusion

The present research work aims at clarifying the role and importance of listening comprehension in learning the English language for EFL students. Through this work, the researcher developed two main hypotheses in which the first one was about discovering the students' listening comprehension difficulties, while the second one was about the useful methods that students could use to develop listening comprehension skills.

The current work is composed of three chapters. The first one is the literature review, which includes a piece of information about listening skill and the importance, goals, strategies of listening comprehension. Furthermore, it mentions the students' difficulties in listening comprehension and some useful methods that can help them in overcoming those difficulties. The second chapter talks mainly about the methodology used in the present research work. It deals with the description of research methods, sampling instruments, and the various procedures that are used in the present study. The third and final chapter provides an interpretation of the data obtained from the students' questionnaire, teachers' interview, and the information retrieved from the classroom observation. Furthermore, this chapter discusses several suggestions and recommendations for both students and teachers.

In this research work, three research instruments of data collection were used; a questionnaire was addressed to Third-year EFL students at BelhadjBouchaib University of Ain Temouchent, and a structured interview was arranged with oral expression teachers in the same department, and a classroom observation with different groups of third-year English students. The data were both quantitatively and qualitatively analysed.

Overall, the obtained results confirmed the researcher's hypotheses and both teachers and students proved that listening skill was very important in learning a foreign language. Developing listening comprehension skills is not an easy task for most EFL learners because it requires more attention from teachers, a lot of hard work, and regular practice of the students inside and outside the classroom.

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Appendices

Appendices

Appendix 01

Students' Questionnaire.

Dear Students,

This questionnaire aims to investigate the students' difficulties in developing listening comprehension skills, and you are kindly requested to answer the given questions in a matter of honesty. Tick the most appropriate choice close to you. Thank you in advance.

Section one : general information

1- What is your gender ?

Male Female

2- How old are you ?

18 – 20 21 – 25

3- In general, how would you rate your English language proficiency ?

Novice Intermediate advanced superior

Section Two : The Students' difficulties in Listening comprehension

4- How often do you practice listening skill ?

Hardly ever occasionally sometimes often always

5- Do you find difficulties to understand listening texts in which there are too many unfamiliar words ?

Yes No

6- Do you find difficulties when you listen to long spoken texts ?

occasionally sometimes often always

7- Do find difficulties when the speaker's pace is fast ?

Yes No

8- Do you find difficulties in understanding native English speakers?

Appendices

Occasionally sometimes often always

9- Listening comprehension is important in learning English language.

Strongly agree agree strongly disagree disagree

10- Do you find problems in developing listening comprehension skills ?

Yes No

11- Your biggest problem in listening comprehension is:

- The quality of recorded materials
- Unfamiliar vocabulary
- Accents
- The length and speed of listening

12- What is your favorite method in developing listening comprehension skills :

- Practicing regularly
- Choosing diverse listening materials
- The use of active listening
- Listening and speaking at the same time

Appendices

Appendix 02

Teachers' Interview

Questions :

1) How many years have you been teaching English at the university level?

.....

2) How many years have you been teaching Oral expression?

.....

3) As a teacher of oral expression, do you give much importance to the listening skill during your session?

.....

.....

4) What are the main activities that you use to develop this skill?

.....

.....

5) How could you determine that your students are good listeners?

.....

.....

6) What are the difficulties that you find in teaching listening comprehension skills?

.....

.....

7) According to you what is the major problem that makes students having difficulties in listening comprehension?

➤The quality of recorded materials

➤Unfamiliar vocabulary

➤Accents

Appendices

➤ The length and speed of listening

8) According to you what is the most beneficial method that students can use to overcome those difficulties and develop their listening comprehension skills?

➤ Practicing regularly

➤ Choosing diverse listening materials

➤ The use of active listening

➤ Listening and speaking at the same time

Appendices

Appendix 03

Classroom observation

Date of observation:

Time:

University name:

Location:

Level:

Module:

Number of students:

Instruments used to record data:

Materials used in the classroom:

Résumé :

La capacité d'écouter et de comprendre la langue parlée de nombreux énoncés et textes oraux est l'une des choses les plus importantes que les étudiants doivent faire pour maîtriser la langue anglaise. Ce travail de recherche vise à clarifier l'importance de la compréhension orale et à découvrir les difficultés des élèves qui les empêchent de développer des compétences en compréhension orale. En outre, cet essai étendu tente de trouver et de fournir aux étudiants des méthodes utiles qui peuvent les aider à surmonter ces obstacles. Dans ce travail de recherche, le chercheur a utilisé trois principaux instruments de recherche qui sont le questionnaire, l'entretien et l'observation en classe. L'analyse de ces outils de recherche a montré que la plupart des étudiants de troisième année EFL avaient des difficultés à développer leurs compétences en compréhension orale et chaque étudiant avait sa méthode préférée à utiliser pour résoudre ses problèmes d'écoute et améliorer ses performances en compréhension orale

ملخص:

تعد القدرة على الاستماع إلى اللغة المنطوقة وفهمها للعديد من الأقوال والنصوص المنطوقة من أهم الأشياء التي يجب على الطلاب القيام بها من أجل إتقان اللغة الإنجليزية. يهدف هذا البحث إلى توضيح أهمية الاستيعاب الشفهي واكتشاف الصعوبات التي يواجهها الطلاب والتي تمنعهم من تطوير مهارات الفهم الشفهي. بالإضافة إلى ذلك، يحاول هذا المقال الموسع إيجاد وتزويد الطلاب بالطرق المفيدة التي يمكن أن تساعد في التغلب على هذه العقبات. استخدمت الباحثة في هذا البحث ثلاث أدوات بحثية رئيسية وهي الاستبانة، المقابلة والملاحظة الصفية. أظهر تحليل أدوات البحث هذه أن معظم طلاب السنة الثالثة من اللغة الإنجليزية كلغة أجنبية يجدون صعوبة في تطوير مهارات الاستماع لديهم وكان لكل طالب طريقته المفضلة لاستخدامها في حل مشاكل الاستماع وتحسين أدائهم في الفهم الشفوي.