

Chapter One

Introduction

1.1 Background:

Listening is an important receptive language skill in the process of foreign language learning Rost (1994:P.45) pointed out that listening is vital in language classrooms because it provides learners with language input without understanding inputs at the right level, any kind of learning simply cannot occur.

Listening plays a crucial role in language teaching and learning Buck (1995:P.65) argued that language learning should start with listening comprehension and providing large amounts of listening is the best way to teach a second or a foreign language.

According to Hassan (2000) listening comprehension provides the right condition for language acquisition and development of other language skills as it helps learners to develop their grammar, pronunciation and vocabulary. The same claim was supported by Hamouda (2013) who confirmed that listening comprehension provides the appropriate situation for the acquisition and expansion of the other skills. Rost (2001:P.123) suggested that a major difference between more successful learners and less successful ones is related to their ability to use listening as an instrument of learning.

Listening is also essential in everyday life communication Guo and Willis (2006) stated that "Listening is the medium through which people gain a large proportion of their education, their information, their understanding of the world, human affairs, their ideals and sense of values"(p.3).

Morley (2001:P.87) declared that listening is used for more than any other single language skill in normal daily life , on average , we can expect to listen twice as much as we speak , four times more than we read , and five times more than we write.

The importance of listening comprehension has changed over the past years. Perulesy (1988) claimed that "Listening used to be described as the ignored unimportant language skill because it was believed that listening skills can be mastered automatically and unconsciously within the learning process through the practice of grammar, pronunciation, reading and vocabulary" (p.50).

Mendelson (1994:P.98) stated that listening was not given its importance in language teaching for the following three reasons: first of all, listening was not accepted as a separate skill to be taught explicitly for a long time. Secondly, teachers felt insecure about teaching listening and finally, the traditional materials for language teaching were not efficient enough to teach listening.

Morley (2001:90) asserted that listening is a skill that is neglected in the curriculum at many schools and universities because teachers and students are more interested in speaking skill and do not consider listening comprehension an important part of their courses.

When teaching listening comprehension, teachers do not use suitable learning materials that suit the levels and the needs of the students Porter& Roberts (1981) pointed out that " We cannot expect learners to handle types of language they have never or hardly ever been exposed to, when we choose authentic listening materials, we can set different tasks to suit the levels and the needs of the students".

Moreover, teachers do not train the students to listen to the speech of native speakers of English and they use poor qualities of recorded materials in listening classes (Mezrigui ,2012).

As a result EFL learners tend to have some serious listening comprehension difficulties and consider listening "the most demanding language skill" (Field, 2008).

Graham (2006:P.45) stated that " Many learners see themselves less successful in listening than in other language areas due to some uncontrollable facts such as fast speech rate, and speakers' accents".

Until recently, there has been little research in EFL listening comprehension mainly due to the assumption that most educational textbooks are reading-oriented; they give reading more attention than

listening, besides that listening comprehension involves the interaction of the mind and the mind is not readily available or observable for objective analysis (Scanlon, 2005).

In this paper the researcher tries to investigate listening comprehension difficulties among EFL Sudanese university students, identify their causes and propose some suitable solutions to overcome them.

1.2 The Statement of the Problem:

From her observation and experience of teaching EFL the researcher has noticed that most EFL Sudanese university students face numerous serious deficiencies in listening comprehension .This is especially obvious when the students take the listening skills course during their second year at university; they find it difficult to grasp the intended message. Furthermore, when it comes to doing exercises based on listening, they are observed to be very poor performers, resulting in comparatively poor achievement, too.

Such problems in listening comprehension lead to other language problems in other university subjects as students receive their language knowledge through listening as a result they lose their self- confidence as EFL language learners.

This problem was also noticed by other teachers who teach EFL at different universities. The same problem was also observed in other universities in Sudan and other countries (Hamouda ,2003 , Ahmed , 2011 , Assaf , 2015) . The findings of these studies have emphasized that EFL learners face serious listening comprehension difficulties that are usually associated with foreign language learning. For example, Ja'fir (2013) reported that listening comprehension problems are attributed to English accents, colloquial expressions, pronunciation, insufficient listening time, fast speech rate, limited knowledge of vocabulary and English sentence structure. Yagang (1994) stated that listening comprehension difficulties are attributed to four factors: the message, the speaker, the listener and the physical setting. According to Yen (1987) EFL listening comprehension difficulties are affected by sound discrimination, sound stream divisions, stress and intonation, vocabulary, English phrases and syntax.

So, the researcher finds it important to explore these listening comprehension hurdles with the intention of suggesting the appropriate rectifications.

1.3 Objectives of the Study:

The study is carried out to achieve the following objectives:

1. To shed light on listening comprehension difficulties that face EFL Sudanese university students.
2. To identify the causes of the problem and suggest some suitable solutions to overcome these listening comprehension difficulties.

1.4 Questions of the Study:

The following questions form the basis of this study:

1. To what extent do EFL Sudanese university students have difficulties with listening comprehension?
2. What are the causes of EFL listening comprehension difficulties?
3. How can teachers help students to overcome EFL listening comprehension difficulties?

1.5 Hypotheses of the Study:

The following hypotheses are postulated:

1. Most EFL Sudanese university students face some difficulties with listening comprehension.
2. Listening comprehension difficulties are attributed to many factors.
3. Teachers can help students to overcome listening comprehension difficulties by raising their awareness about the importance of listening for learning in general and providing them with listening techniques and strategies to improve their listening comprehension skills.

1.6 Significance of the Study:

This study investigates listening comprehension difficulties encountered by EFL Sudanese university students. Awareness of the factors that can contribute to the problems of EFL listening comprehension would benefit the following groups:

1. EFL Learners can identify their listening comprehension problems and be aware of the factors that can contribute to their listening difficulties; when learners know something about their own difficulties, they will be able to apply the right strategies and techniques of listening comprehension and become better listeners.
2. EFL teachers of listening skills will have better understanding of their students' listening difficulties and examine their own teaching methods, techniques and materials accordingly; when teachers are aware of their students' listening comprehension difficulties, this will help them to guide students to overcome some of their listening problems and design materials that suit the level, interest and the needs of the students.
3. The study shall also form a point of departure for syllabus designers and material writers to make further improvement in the listening teaching materials.
4. The study will also benefit educators in the field of listening comprehension.
5. Researchers who are interested in listening comprehension research to use the findings of the study as a basis for further study in the area.

The study will also contribute to the existing literature in the field of teaching and learning listening comprehension.

1.7 Limits of the study:

This study has the following limits:

1. Human Limits:

This study is limited to EFL second year students majoring in English at Alneelain University; they are at approximately the same level of English abilities.

2. Locative Limits:

Alneelain University, the Faculty of Arts, English Department is the place where the study is conducted.

3. Temporal Limits:

This study is conducted during the university academic year 2018-2019.

4. Topical limits:

This study investigates listening comprehension difficulties encountered by EFL Sudanese university students.

1.8 Methodology and Data Collection:

1.8.1 The choice of the Method:

There are many methods that can be used by researchers according to the objectives of the study, the required data and the investigated population, since the main objective of the present study is to investigate listening comprehension difficulties among EFL Sudanese university students, the researcher adopted the descriptive analytical method since it seemed the most appropriate.

1.8.2 Population:

In this study the researcher uses two main groups:

1. The first group of population represents EFL Sudanese second year students majoring in English in the faculty of Arts at Alneelain University during the academic year (2018-2019).
2. The second group of population is some expert university teachers who teach English as a foreign language at Sudanese universities who have much experience in doing English research.

1.8.3 The Students' Sample:

This work deals mainly with a sample of (30) second year students in the English Department at Alneelain University during the university academic year (2018-2019), They have been chosen randomly as participants of this study because listening comprehension problems are clearly apparent at this level.

1.8.4 The Teachers' Sample:

The second sample of the study consists of (30) English language teachers at different Sudanese universities; they have been chosen to

respond to the questionnaire to suggest some of the causes and solutions to EFL listening comprehension difficulties encountered by Sudanese university students.

1.8.5 Data Gathering Tools:

To enhance the work and to achieve the stated objectives above, two data collection tools have been used ; a diagnostic listening test for EFL Sudanese university students to investigate the listening comprehension difficulties they encounter when they listen to English and a questionnaire to investigate university teachers' perceptions and views about the causes and solutions of listening comprehension problems.

1.9 Structure of the Study:

This study consists of the following chapters:

Chapter One is an introductory chapter ; it presents an introduction, research problem, objectives, questions of the study , hypotheses, significance , research limits , the methodology of the study and structure of the study.

Chapter Two deals with the review of the related literature to the study which includes the literature related to the questions of the study, in addition to some previous studies which in a way or another contribute to the present study.

Chapter Three discusses the methodology followed by the researcher in order to collect data for this study.

Chapter Four shows the statistical analysis of the data collected by the diagnostic test and the questionnaire and discusses the hypotheses of the study.

Chapter Five gives the conclusion which the study came up with, the discussion of the results of the study that was analyzed in Chapter Four , summarizes the overall results , gives recommendations on the basis of the findings of the study and concludes the paper.

Chapter Summary:

To sum up, this chapter has provided the description of the theoretical framework of the study. It focuses mainly on the research problem and methodology.

Chapter Two will be devoted to the literature review related to the present study.

Chapter Two

Literature Review

2.1 Theoretical Background

2.1.1 Background:

Compared to the other skills of language listening is observed to be used more often than reading , writing and speaking as EFL learners spend most of their learning time either listening to their teachers or listening to each other they may receive as much as 90% of their learning process through listening.

Listening plays a crucial part in everyday life communication Guo and Willis (2006) stated that " Listening is the medium through which people gain a large proportion of their education , their information , their understanding of the world , human affairs , their ideals and sense of values" (p.3).

Listening has also an essential role in academic contexts as Rost (1994:65) pointed out that listening comprehension is very important in foreign language instructions since it is the process through which the learner gets the language input and without understanding this input learning cannot simply occur.

Listening does not only allow learners to receive information from their teachers (language input) but also gives them the chance to learn vocabulary and new language items that help them in language production (language output).

Foreign language learners encounter many difficulties that are frequently associated with learning foreign languages; they find it difficult to understand recorded texts, dialogues and even direct speech of their teachers.

These difficulties are attributed to many factors such as native speakers' speed of speech, accents, limited knowledge of vocabulary, stress, intonation and so on. These listening comprehension difficulties lead to other learning difficulties since listening takes precedence over the other

language skills when it comes to language acquisition (Putriani, et. al., 2013).

This chapter intends to establish theoretical background for the present study by giving further details concerning EFL listening comprehension problems and by providing a review of some of the previous studies and theories related to foreign language listening comprehension.

2.1.2 The concept of listening:

Hornby(1995:P.4) stated that" to listen" means to make an effort to hear somebody or something. Rost (1994) defined listening by saying "Listening is an active mental ability that helps us to understand the world around us and is one of the most necessary parts in making successful communication". This suggests that listening is an internal ability that needs conscious effort on the part of the listener in order to comprehend the intended message.

Howatt and Dakin (1974:P.65) defined listening by saying that " The effective listener is the person who is capable of doing four skills simultaneously, these skills include understanding the speaker's accent or pronunciation, his grammar, his vocabulary and grasping his intended meaning ".

Listening consists of auditory discrimination, aural grammar, choosing necessary information, remembering it, and connecting it to the process between sound and form of meaning (Morley et. al., 1971).

According to Saricoban (1999:P.4) as quoted in (Ziane , 2012) listening skills refer to the learners' ability to pick up what the speaker is saying and to grasp the intended meaning behind any spoken or recorded messages. This means that it is the learner's task to understand the grammar, vocabulary and stress of the speaker besides understanding the implied meaning of the utterance.

Mendlelsohn (1994:P.54) suggested that in listening to spoken language, listeners need to be able to understand the speaker's intentions, process linguistic forms such as speech rate and fillers, they should also be able to interact with the listening text, understand the whole message without understanding every single word and recognize different genres as well.

According to Galina et. al. (2011) listening involves a sender (a person, radio, television...etc) a message and a receiver (the listener). Listeners must process messages as they come, they must also cope with the sender's choice of vocabulary, structure, and rate of delivery since they have no complete control of the speaker's language or message.

The listener also needs to participate in the interpretation of what is being said, use their own background and linguistic knowledge to grasp the message of the text since listening capabilities differ from a situation to another; everyday conversations for instance, require a quite different sort of listening capabilities than academic lectures.

Galina et. al. (2011) classified listening skills into three categories:

1. Passive listening: This means listening for pleasure or entertainment.
2. Active listening: Listening to learn and retain information.
3. Critical / Analytical listening: It is used to criticize or to judge what the listener has heard.

According to Jack Richards (1985) "listening competency" consists of a set of "micro skills"; these are the following effective skills that learners need to apply when trying to understand the listening message:

1. Retaining chunk of language of different length in short- term memory.
2. Discrimination among the distinctive sounds of English.
3. Recognition of English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours and their role in signaling information.
4. Recognition of reduced forms of words.
5. Recognition of core vocabulary, rules and patterns of words used for communication.
6. Processing speech at different rates of delivery.
7. Processing speech containing pauses, errors, corrections and other performance variables.
8. Recognizing grammatical word classes(nouns , verbs , etc) ,system (e.g. tense , agreement , plural forms) , patterns , rules and elliptical forms.

9. Detecting sentence constituents and distinguishing between major and minor constituents.
10. Recognizing that a particular meaning may be expressed in different grammatical forms.

Willis (1981:P.7) presented a series of " macro skills" of listening which she called" enabling listening skills", they are:

- A. Recognizing cohesive devices in spoken discourse.
- B. Recognizing the communicative functions of the utterance according to situations, participants and goals.
- C. Inferring situations, participants and goals using real-world knowledge.
- D. From events, ideas, etc. described the listener should be able to predict outcomes , infer links and connections between events , reduce causes and effects , and detect such relations as main ideas , new information , give information , generalization , and exemplification.
- E. Distinguishing between literal and implied meanings.
- F. Using facial, kinesics, body language, and other non-verbal clues to decipher meanings.
- G. Developing and using a battery of listening strategies such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension.
- H. Following the instructions to perform a particular function successfully.

Nunan (1998:P.76) claimed that listening involves the process of deciphering and constructing meaning from both verbal and non-verbal message.

To sum up, we can say that listening is the process that requires several skills such as perceiving, understanding, recalling information and responding depending on both the listener's linguistic knowledge and prior knowledge in order to achieve comprehension which depends mainly on the purpose of listening whether it is listening for thoughts, ideas, feelings or intentions.

2.1.3 The Role of Listening in Language Learning:

In the context of language learning, listening is an active process that demands attention to the spoken messages, intention of comprehension, and trying one's best to understand the input.

Emphasizing the crucial role of listening in language learning Buck (1995:P.54) said "Language learning should start with listening comprehension and providing large amounts of listening is the best way to teach a second language."

Rost (1994) asserted that " Listening is vital in the language classroom because it provides input for the learners. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking."

According to Mezrigui(2012) the stature of listening is implicitly manifested in particular language - learning theories and language-teaching approaches, among them are the following:

The Behaviorist Theory:

This theory is very well-known in the field of language learning. It is based on two principles; imitation and reinforcement. Listening is one of the principle grounds on which this theory is based because imitation entirely depends on it, and responding to the message whether correctly or incorrectly relies on it too as it supplies the learner with input, positive reinforcement encourages the learner to be more attentive and skilful.

The Monitor Model:

This theory is based on five hypotheses:

- a. The Acquisition-learning Hypothesis.
- b. The Monitor Hypothesis.
- c. The Natural Order Hypothesis.
- d. The Input Hypothesis.
- e. The Affective Filter Hypothesis.

The most relevant hypothesis of this theory to the role of listening in language learning is the Input Hypothesis as it is related to the value of comprehension in language acquisition. Mclaughlin(1987) argued for the importance of the Input Hypothesis in language acquisition stating "Human acquire language in only one way- by understanding messages, or by receiving comprehensible input which is mainly done through listening".

Discourse Theory:

This theory was proposed by Hatch (1978), the name of this theory and the fact that it relies on communication with others to achieve language learning make it clear that listening is a necessary element in the process of learning. According to this theory children learn their first language through the use of their oral and aural skills by playing an active role as listeners and as speakers.

The Natural Approach:

This approach was introduced in 1977 by Tracy Terrell with Stephen Krashen who maintained that the primary aim of this approach is to develop basic communication skills through listening and writing, they listed the following goals of this approach with regard to language learning:

- a. Basic personal communication skills: oral (e.g., listening to announcements in public places).
- b. Basic personal communication skills: written (e.g., reading and writing personal letters).
- c. Academic learning skills: oral (e.g., listening to a lecture).
- d. Academic learning skills: written (e.g., taking notes in class).

Total Physical Response:

Total Physical Response is a language -teaching method developed by the American Professor of Psychology James Asher.

The role of listening while teaching a foreign language via Total Physical Response is actually paramount, in the sense that the learner acts much more as a listener and a performer than playing other roles ; the learner

cannot respond to the teacher's instructions correctly unless he/she listens to them attentively and understands them well.

2.1.4 The Importance of Listening Skills in Language Teaching and Learning:

Listening is an essential skill in everyday communication. Morley (2001) stated that " Listening is used for more than any other single language skill in normal daily life , on average , we can expect to listen twice as much as we speak , four times more than we read , and five times more than we write "(P.70).

Listening is the process that comes first even in first language acquisition then comes speaking and reading .Writing comes very late through conscious tuition when children go to school at approximately five or six years old.

Rost (2002:P.72) asserted that listening is important for several reasons , listening is the first language mode that children acquire , it also provides the foundation of all aspects of language and cognitive development, and plays a life-long role in the process of communication.

In language teaching and learning listening skills should be given priority Harmer (2001) as quoted in (Bano, 2017) stated that "Listening is important since it provides the perfect opportunity to hear voices other than teachers' , enables students to acquire good speaking habits as a result of the spoken English they absorb , and helps them to improve their own pronunciation" (p.228).

Murica (2000) stated that " Listening comprehension lessons are a vehicle for teaching elements of grammatical structure and allow new vocabulary items to be contextualized within the body of communicative discourse" (p.70).

Rost (1994) stated the importance of listening in language teaching in the following points:

- a. Listening is vital in language classrooms because it provides language input for the learner. Without understanding this input, any learning simply cannot begin.

- b. Spoken language provides a mean of interaction for the learner because learners need to interact to achieve comprehension.
- c. Authentic spoken language presents a challenge for the learner to understand language as native speakers actually use it.
- d. Listening exercises provide teachers with means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language (P.141-142).

In spite of its significance, the role and the importance of listening skills in language teaching and learning has been ignored in most EFL classes because it was believed that listening skills could be acquired unconsciously through the exposure to the foreign language (Perulesy, 1988).

Mendelson (1994:P.65) stated that listening was not given its importance in language teaching for the following three reasons: first of all, listening was not accepted as a separate skill to be taught explicitly for a long time. Secondly, teachers felt insecure about teaching listening and finally, the traditional materials for language teaching were not efficient enough to teach listening.

The awareness of the importance of listening comprehension in second language learning has emerged during the late 1960s (Morley, 1990). When teachers and researchers perceived the significance of listening skills in language learning and its role in communication, they started to pay more attention to teaching listening in EFL classrooms, this attention has resulted in an increased number of listening activities in students' textbooks (Rubin, 1994).

Lately Richard and Renandya (2000) observed that " By the development of powerful theories of the nature of language comprehension, and by the inclusion of carefully developed listening courses in many EFL programs, some applied linguists argued that listening is at the core of second language acquisition and therefore demands a much greater prominence in language teaching " (p.235).

The importance of listening skills in language teaching and learning was emphasized by Asher's Total Physical Response (TPR). TPR theory was developed by Asher (1965) a professor of Psychology at San Jose State University, California .This theory confirmed the development of

listening comprehension skills before the learner is taught to speak, it is based on the assumption that comprehension abilities precede productive skills in learning a language, the teaching of speaking skills should be delayed until comprehension skills are established and that the skills acquired through listening transfer to other language skills.

2.1.5 The Difference between Hearing and Listening:

What listening necessitates is what makes it different from hearing. Hearing is an accidental passive action, whereas listening is an intentional active operation. Underwood (1989:P.65) stated " Although we may appear to be inactive while listening, we must actually engage in the activity of constructing a message in order to be described as a listener. Whilst hearing can be thought of as a passive condition, listening is always an active process".

The difference between hearing and listening was also stated by Kline (1996) who he said that " Hearing is the reception of sound, listening is the attachment of meaning to the sound. Hearing is passive whereas listening is active" (P.7).

Rost (2002) stated that " Hearing is a form of perception, listening is an active and intentional process. Although both hearing and listening involve sound perception, the difference in terms reflects a degree of intention" (P.8).

This suggests that hearing is an unconscious process while listening is an active conscious one; the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic reasons to fill the task requirement (O'Malley et. al., 1989).

According to Wrench et. al. (2012) hearing is the physiological process of attending to sounds within one's environment; it is an accidental and an automatic brain response to sounds that requires no effort. Listening on the other hand, is purposeful, focused and concentrated approach to understand the message rather than accidental as it requires strong motivation and conscious effort.

2.1.6 Reasons for listening:

According to Bouach (2010) as quoted in Ziane (2012:P.22) listening comprehension is important for learners' pronunciation hence native speakers' pronunciation helps them to be familiar with stress, intonation, pitch and different accents of English.

According to Ayuanita (2013) one of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents of English , they need to be exposed not only to British and American English but also to Australian English , Caribbean English , Indian English and West African English.

Hedge (2000) stated that we listen in order to engage ourselves in social protocol, to exchange information, to enjoy ourselves, to share emotions and to exert control.

According to Wilson (2009) as quoted in (Ziane 2012) there are many reasons for listening: information gathering, pleasure, empathy, assessment and criticism.

2.1.7Types of Listening:

According to Simonds and Cooper (2011) there are five types of listening comprehension depending on the situation of listening:

1. Informative Listening:

In this type of listening, the main objective of the listener is to interpret the message as closer as possible to the intended meaning of the speaker.

2. Relation Listening:

This type of listening is used to assist a person or to identify a relationship as when a psychologist listens to a troubled person.

3. Appreciative Listening:

The main purpose of this type is to enjoy or entertain ourselves like when we listen to a person because of his style.

4. Critical Listening:

Critical listening means to check the authenticity and the validity of what we hear as when we listen to politicians.

5. Discriminative Listening:

Discriminative listening is the most important type of listening because it is the base of all the above mentioned types. The listener here needs to be accurate and sensitive so that he/she can comprehend the slight differences in meaning according to the stress, intonation and pitch of the speaker.

2.1.8 Models of Listening Comprehension:

There are several models of listening comprehension that have been proposed by many researchers.

Bindley (1998) stated that one of the models of listening comprehension is based on the assumption that in order to comprehend auditory input, listeners need to utilize a number of hierarchically arranged listening skills that vary from basic literal understanding of a fact to making inferences about the speaker's intended meaning.

Another model suggests that "There is a move away from the notion of listening as auditory discrimination and decoding of decontextualized utterances towards a much more complex and interactive model which reflects the ability to understand authentic discourse in context" (Bindley, 1998, p.172).

Gruba (1999:P.65) suggested a connectionist cognitive processing model that is based on the assumption that the processing of numerous incoming stimuli, including visual stimuli, in human brain occurs simultaneously.

Listening comprehension involves two stages that are essential in listening models: a listening stage and a response stage (Turner, 2000). The listening stage involves the processing of an acoustic signal by receptive and cognitive processes while the response is achieved on the basis of a set of propositions which includes situational knowledge, linguistic knowledge, and background knowledge.

2.1.9 Principles of Learning and Teaching Listening:

According to Alessi and Trollip (2011:P.761) there are four principles of learning listening: they are perception and attention, encoding, memory and comprehension.

Perception and attention refer to focusing on the language input in the learning setting. Difficulties due to perception and attention occur because learners are affected by different individual stimuli.

Encoding is the second principle of learning in which the learner encodes the information which has already been perceived in order to be stored in the brain; effective learners must use both aural and visual encoding which proved to enhance the process of learning listening.

The next principle of learning listening is memory which refers to the learner's ability to recall the information that they have learnt, the principle of memory incorporates the principle of organization and the principle of repetition.

The organization principle indicates that the information remains for a longer time if it is well-organized, while the repetition principle is based on the assumption that if the information is practiced and used, it is stored easily in long - term memory. In the learning process this principle has a crucial role in enhancing vocabulary and grammar.

Comprehension, which is the last listening learning process, represents the primary purpose of teaching listening comprehension course since it helps the learners to add the learned information to their existing knowledge.

Harmer (2001) stated the following principles of teaching listening:

1. The tape-recorder is just as important as the tape; it will be useless if the tape-recorder has a poor speaker or if the motor - speed keeps changing and the tape goes faster or slower.
2. Preparation is vital; listening once only will not be enough. Teachers and students need to be well-prepared for listening; teachers need to listen to the tape all the way through before they take it into the class, by doing so they will be prepared for any problems, noises, accents...etc, that may

come up, students need to be made ready to listen, they need to look at pictures if there are any, discuss the topic or read the questions before they start listening.

3. Listening only once will not be enough, there are almost no occasions when the teacher will play a tape only once, students will want to hear it again to pick up the things they missed the first time, the first listening is often used just to give students an idea of what the listening material sounds like so that the subsequent listening is easier for them, once students have listened to a tape two or three times, however, they will probably not want to hear it too many times more and can perform tasks easily.

4. Students should be encouraged to respond to the content of listening not just to the language. As with reading, the most important part of listening practice is to draw out the meaning, what is intended, what impressions it makes on the students. Yes/No questions like "Do you agree?" is just as important as Wh- questions like "What language did she speak?"

5. Different listening stages demand different listening tasks. Because there are different things we want to do with a listening text we need to set different tasks for different listening stages; lower-level students for example, should be asked to distinguish between sounds, syllables, word formation, identifying linking words, grammar, contraction, features of connected speech and intonation patterns of the utterance.

6. Good teachers exploit listening texts to the full. If a teacher asks the students to invest time and emotional energy in a listening task, and if they make themselves have spent time choosing and preparing the listening, then it makes sense to use the tape for as many different applications as possible. After an initial play of a tape, the teacher can play it again for various kinds of study before using the subject matter, situation or tape - script for a new activity (Underwood, 1989).

2.1.10 The Elements of Teaching and Learning Listening:

1. The Teacher:

The teacher is the most important element in the process of teaching and learning in general since he guides and monitors the students to

understand the lesson, he is the one whose task is to transfer the components of the textbook into real practical classroom activities.

2. The Learner:

The learner is the main focus of the teaching and the learning process; he is the listener whose proficiency level and concentration affects his listening comprehension.

3. The Materials of Teaching:

The teacher should choose the listening materials that suit the level and the needs of the students, in doing that he should consider some factors such as:

A. Speech rates:

The teacher should provide listening tasks by controlling the speech rate and gradually increases the speed of speech while making some pauses during the listening time when necessary to allow students to make some notes.

B. Stress and Intonation:

Stress and intonation should be considered by the teacher since they determine the intention of the speaker; when the speaker changes his stress or intonation, he conveys a different message from the literal meaning of individual words.

2.1.11 Characteristics of Listening:

Compared to the other language skills, listening has its own characteristics which distinguish it from the other language skills.

- Listening is a dynamic complex process that involves mental abilities it is a " rather more demanding skill than reading " (Field, 2008) ; there are no regular intervals between words as in reading since it flows in the form of connected speech, this makes it difficult for listeners to decode the meaning of the words in a very short time and to respond to the speaker on the spot.

- Listening is also characterized by the presence of supra - segmental features such as stress, intonation, rhythm, loudness...etc which do not exist in the written language.
- Listening has its own rules of rapid speech such as assimilation, elision, liaison...etc.
- Listening is an active and receptive process by which the listener listens and interacts with the speakers while they are speaking; this suggests that listening is a complex process that is based on the listener, the speaker, the situation and the intended message.
- According to Ayuanita (2013) listening activities differ from other classroom exercises since tapes go at the same speed for all the students unlike other language activities where individual students can work at their own pace, students also cannot stop to look at a headline, a picture or a paragraph or think a bit before continuing instead they have to go with the speed of voice(s) they are listening to.
- Ronald and Roskelly (1985) stated that listening involves "complex logical procedures" that require several skills such as predicting, hypothesizing, checking, revising, and generalizing. This means that the listener interprets the incoming data that comes in the form of sounds in order to understand what is going on and what the speaker is trying to say.
- According to Chastain (1976) listening is characterized by "five-phase processes", they are discrimination, perception of the message, auditory memory, decoding message and storing message.

Discrimination is related to pronunciation and intonation, perception of the message, on the other hand involves receiving the language input through the waves of sounds, in the phase of auditory memory, the learner stores the message in their memory while decoding the message, the message is then stored for some times, when the listener enters the fifth phase they recall and utilize the stored information.

In view of this assumption listening is a process in which all the phases work simultaneously in order to encode and decode the message according to our schemata.

- Listening is associated with time rather than space; the listener cannot control the speed of the message that is uttered as they receive the language input as it comes.
- When listening, listeners cannot see the boundaries that exist between words and sentences because speech is linked, listeners have to be aware of the flow of speech as it consists of repairs such as false starts (correction of grammar, vocabulary and afterthoughts) and hesitation such as pauses, fillers and repetition.
- During listening to passages, listeners can easily forget what they have just heard; they find it difficult to recall information and they have no chance to refer back to the passage as in reading.
- Compared to the teaching of the other skills, teaching listening is more expensive since it requires special equipments such as tapes or CD players, computer soft and hardware, language laboratories...etc.

2.1.12 Obstacles to Effective Listening:

Wood (2009) identified two types of obstacles to effective listening: they are external obstacles and internal obstacles.

1. External Obstacles:

External obstacles hinder effective listening comprehension since we cannot always control them, they include:

a. Message overload and Complexity:

While listening intensively, it is impossible to listen carefully all the time. Message overload often takes place in academic settings when students are obliged to listen to much information concerning the issue they are studying in which their understanding depends on the complexity of the ideas presented.

Messages which are too long or involved in the environment in which the individuals have to work is physically noisy or unsettling, e.g. the sounds of machinery in motion, traffic noises, the movement of people, if the speaker has an unfamiliar dialect or is not using his/her native language. In such cases the listener may lose interest or patience and thus his/her concentration.

b. Environmental Distraction:

Environmental distraction refers to the noises around us that affect listening comprehension, for instance, notification of phones, noises around the class can pose some comprehension difficulties while listening.

Lack of suitable classroom acoustic atmosphere during listening sessions can hinder listening comprehension; internal noise in large classes particularly if the teacher is not experienced enough to manage them. Indeed, in crowded classrooms, weak uninterested students are occasionally prone to make undeliberate or intentional noise, as they cannot stay a certain amount of time doing practically nothing. Therefore, the teacher's order as "be quiet" for instance, while the class is listening to recorded material and doing an activity related to it, can interrupt the activity and may spoil all that has been started.

Extraneous noise comes from various nearby places, such as a public transport station, a market place, a factory or a busy street or if the playground is inside the building of the school or the university itself . In such situations the attention of the students inside the classroom nearby the playground is likely to be discarded from the listening material or any other learning activity (Mezrigui,2012).

2. Internal Obstacles:

Internal obstacles are related to the learner and affected by the following psychological factors:

a. Pre-occupation :

When learners are pre-occupied with their own thoughts and concerns, it is difficult for them to concentrate in the message being delivered.

b. Pre-judgment :

When learners make their own pre-judgment before they listen depending on their prior knowledge of the topic they are going to listen to, they should check their predictions according to the message delivered; otherwise, they might miss some important new information and perspectives.

c. Lack of effort:

When students listen to a long uninteresting text and have to do many tasks simultaneously, they feel discouraged to follow the listening text.

In general, a long listening passage requires more attention and concentration which involves more physical and intellectual effort on the part of the learner listener. But, all this cannot be guaranteed throughout the whole listening session, because the students are likely to get bored, panicked, and tired for they cannot keep listening attentively to a lengthy material for so long as the fatigue can occur progressively during listening because of the strain of listening, which may be caused by some factors, one of which is attending to material that is too long for the attention span of listeners (Mezrigui, 2012).

Deverell(1974) indicated that among the factors that hinder effective listening are the following : the pressures of other activities which seem to leave little time for listening with concentration ; earlier messages which have been received continue to interfere with the ability to concentrate on later messages ; if a conversation is interrupted so that the threat of it is lost and is never recaptured on its resumption. The receiver attempts to listen to more than one person at a time and fails to register anything accurately.

2.1.13 Definition of Listening Comprehension:

There are different definitions for the term "listening comprehension" provided by a number of scholars and researchers.

Listening comprehension is a complex , interactive , interpretive and complex process in which the listener takes a series of steps , from identifying sounds , vocabulary and grammatical structures , interpreting stress and intonation , to memorizing , decoding and interpreting input information (Field, 2007 as quoted in Gao,2014).

According to Nadig (2013) " Listening comprehension refers to the different processes of understanding the spoken language which includes knowledge of speech sounds, comprehending the meaning of individual words and understanding the syntax of the sentence ".

According to Yen (1987) EFL listening comprehension is affected by sound discrimination, sound stream divisions, stress, intonation, vocabulary, English phrases and syntax.

Hamouda (2013) reported that " Listening comprehension refers to the understanding of what the listener has heard and his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension ".

O Malley et.al. (1989:P.54) defined listening comprehension as an active process through which the listener constructs meaning by using clues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirements.

Listening comprehension involves the abilities to understand what is being said by the speaker, the interaction of the listener about the topic discussed and providing the speaker with feedback, so that the speaker knows that the message is being understood.

2.1.14 Components of Listening Comprehension:

According to Chastain (1988:P.43) as quoted by Ahmadi (2016) listening comprehension can be divided into the following components:

1. The ability to distinguish all sounds, intonation patterns and voice qualities in the second language and to distinguish between them and the same sounds in the native language.
2. Comprehending the whole message said by the speaker depending on the knowledge of vocabulary, syntax and grammar.
3. The ability to hold that message in one's auditory memory until it can be processed, to develop this skill teachers need to get the students to listen to as much language as possible while increasing the difficulty and the speech rate of listening tasks.
4. Sampling the important meaning that is carried by the components of the listening material; learners should try hard to understand the meaning of the message depending on both linguistic and non-linguistic knowledge.

Using the sample of meaning to confirm or reject the previously made predictions, if the samples of meaning are in line with listener's anticipations, they accept them as being correct otherwise, they should

reconsider either their anticipation or the listening material as they look for making the message meaningful (Kasper, 1983 as quoted in Ahmadi, 2016).

Chastain (1976) distinguishes between five components of listening comprehension, they are:

1. Discrimination:

Listening has some phonological rules that learners should acquire. In order to comprehend these rules, the listener should be able to master the sounds, intonation, patterns of spoken language, and voice qualities; the listener first interprets sounds, then these sounds are put into words, the listener must interpret them according to the context in which they are used then words are combined to sentences and the listener must be able to comprehend the full intended message.

2. Perception of message:

After the listeners identify sounds, intonation and voice qualities, they listen to the whole sentence to construct meaning so they should be able to perceive the meaning of the entire message as it is intended by the speaker.

3. Auditory memory:

When the listener perceives the intended message he/she should store it in the memory

4. Comprehension in the first language:

The listeners usually use their prior knowledge to understand the message depending on their first language.

5. Comprehension in the second language:

In this step the message should be understood without depending on the first language but according to the context of the target language.

2.1.15 How is Comprehension achieved?

To get an idea about how the incoming data is processed in the human brain Field (2003:P.7) claimed that there is a "Three-store model of

human memory", he refers to " external stimulus" which suggests that the input information undergoes three stages: sensory stores, short- term memory and long- term memory.

This model suggests that the listener comprehends the message according to three levels of memory: echoic- memory which means the perception of information, short - term memory that refers to parsing and long- term memory which refers to the utilization of the information that have been learnt and stored.

According to this three-store model listeners receive the information , then it is passed on to the short- term memory to be stored temporarily since it deals with language processing , then it is stored in the long -term memory if it is well-organized and frequently used.

In an attempt to understand why listening breakdown occurs Randall's (2007) distinguished between short-term memory and working - term memory. He stated that short-term memory is the temporary nature of the store and is associated more with serial model of language processing, whereas working-term memory he said refers to the function of the memory store which acts as the co-coordinator of different bottom-up and top-down processes. This maintains that short- memory is limited in its capacity which may explain the reason why listeners sometimes forget easily what they have heard first while continuing listening to the passage.

To avoid this problem Randall's suggested that learners can expand the capacity of the storage of the working- term memory by grouping things together like numbers and words then it will be easier to recall them.

According to Pangaribuan et.al. (2017) listening comprehension involves the application of both linguistic knowledge and non-linguistic knowledge , each listener interprets the message he hears differently depending on his/her individual background history ,they stated that listening involves the process of receiving sounds and the process of the brain's acting on the nerve impulses , in an attempt to answer the question "What are listeners doing when they listen?", they stated the following eight "mental operations" that take place when the listener receives the sound waves :

1. The hearer receives raw speech that consists of sounds, words, phrases, clauses, intonation, stress patterns ...etc.
2. The hearer then identifies the type of speech received e.g. a conversation, a talk, an interview, a lecture...etc.
3. The hearer then identifies the purpose of the listening text e.g. persuading, thanking, inviting...etc.
4. The hearer recalls background knowledge based on his/her prior knowledge of the topic.
5. The hearer interprets the message literally.
6. The hearer interprets and gets the intended meaning of the speaker.
7. The hearer decides then if the information should be stored in short-term or long-term memory.
8. The hearer perceives the information conceptually while deleting its original form (P.124).

2.1.16 Objectives of Listening Comprehension:

Listening comprehension has the following objectives:

A. Listening for gist:

Listening for gist means that the listener is listening mainly to get the main idea while ignoring unfamiliar items , the main purpose of this type of listening is to identify the main topic of listening , the attitude of the speakers and to state whether the speakers agree with each other or not or whether they have positive or negative opinions.

B. Extensive Listening:

This skill of listening is mainly done for pleasure, it involves listening for long periods such as watching a movie or a program, the aim of extensive listening is to get the students to do many tasks simultaneously in order to develop their listening skills however, it is not often practiced in the language classroom since it needs too much time.

C. Intensive Listening:

Rost (2002) stated that intensive listening refers to listening to sounds, words, phrases, grammatical items and pragmatic factors of the utterance such as listening to conversations and interviews. This type of listening helps learners to be familiar with both formal and informal language.

D. Listening for specific information:

It is often considered useful to ask the students to read the questions before they start listening, so that when students listen, they will be listening for a purpose i.e. to answer the questions while ignoring other pieces of information which are not tested.

E. Predicting Listening:

The ultimate goal of predicting listening is to get the students to guess some information about what they are going to listen to, the teacher can ask the students about the topic of listening, he/she may also ask them to look at pictures if there are any and ask them questions related to the listening task.

F. Listening for Detailed Information:

This is when students need to concentrate in order to get some details about something such as listening to someone giving directions to a place.

2.1.17 Teaching Listening Comprehension:

Teaching listening comprehension tend to have a long history ranging from reading of analog , phonograph , through the era of the audio- tape and into the realm of digital (Wagner , 2007).

In teaching listening comprehension, it is necessary for the teacher to have an overall idea of what listening is; the teacher should not just ask the students to open their books, follow the questions, explain meanings of new vocabulary, play the recorder and do different tasks; the teacher should also know what can be difficult for the students and what might be the causes of these difficulties and propose some suitable solutions to overcome them.

Morley and Lawrence (1971:P.43) summarized the basic principles of teaching listening comprehension in the following points:

- Listening comprehension lessons must have clear goals; at the end of each listening lesson, students should be able to master some listening skills.

- Listening comprehension lessons should be well-prepared by the teacher according to their difficulties from simple to complex; students should know when to listen, the purpose of listening and how to listen (listening for gist, for detailed information, or listening for specific information).
- Teachers must motivate students and help them to interact with listening tasks and provide feedback immediately.
- Listening comprehension lessons should be mainly designed for communicative purpose rather than asking and answering questions.
- One of the ultimate goals of listening comprehension should be to strengthen the students' abilities to recall information, so students need both thinking and remembering while doing listening tasks.
- In teaching listening comprehension, the teacher's aim should be to teach rather than to test the students' ability of listening comprehension; the teacher needs to present different types of tasks and gives students some techniques and strategies about how to deal with them.

Listening comprehension involves two cognitive processes: bottom-up and top - down. The bottom- up processing involves forming the meaning from the smallest unit of the spoken language to the largest one in a linear mode (Nunan, 1998). This suggests that learners should try to understand the spoken language by decoding sounds in order to form words, and then they construct meaning.

Bottom- up process involves the students' ability to recognize both lexical and pronunciation features of the utterance, this process suits lower- level students. It includes distinguishing between sounds, syllables, word formation, identifying linking words, grammar, contraction, features of connected speech and intonation patterns of the utterance.

The top - down processing on the other hand, refers to interpreting the meaning of the utterance as it is intended by the speaker depending on the schemata or the prior knowledge of the learner (Nunan, 1998).

This means that top - down process depends on the listener's previous knowledge and experience to form the intended meaning including listening for prediction , guessing , inference , listening for specific

information , listening for gist , understanding the topic and situation and connecting it with the aural input.

Teaching listening comprehension is affected by many factors:

A. Significance of listening; schools and universities pay more attention to grammar, reading and vocabulary rather than listening; they do not consider listening an important part of their course books, and they do not seem to pay much attention to listening skills while they plan their lessons (Morley, 2001).

B. The study of listening teaching theory and the use of the most suitable teaching methods, we find that grammar- translation method is frequently used in teaching listening comprehension. However, this method has been considered inadequate recently so the communicative approach has been used instead.

To teach listening effectively teachers should follow the diagnostic approach which suggests that both teachers and students have different roles in the learning process.

The Role of the Teacher:

The teacher should be able to notice the students' listening weakness and design suitable listening tasks to overcome them , this can be done by identifying the students errors as he/she checks their answers and discusses with them how they got the incorrect answers to increase their awareness of their listening problems while providing reinforcement for correct answers as well.

According to Harmer (1991:P.65) the teacher has the following roles in teaching listening activities:

a. A teacher as an organizer:

The teacher's task is to explain what he/she wants the students to do, give clear instructions, give feedback, prepare lessons and guide and monitor the class.

b. A teacher as a controller:

It is the teacher's role to arrange what learners do, when they should speak and what language they should use.

c. A teacher as an evaluator:

The teacher should evaluate the learners and give immediate feedback on their performance.

d. A teacher as a resource:

The teacher should give learners necessary advice and help them to resolve problems of unfamiliar words and grammatical patterns.

e. A teacher as a tutor:

The teacher should help the learners to develop ideas; teachers should help learners toward predicting missing information depending on their lexical and grammatical knowledge.

f. A teacher as a prompter:

The teacher should motivate the learners and support them during every listening activity so that they he/she can increase self-confidence and help them to be successful.

Moreover, the teacher must train the students to listen and understand the speech of native speakers of the target language .Teachers should also avoid listening exercises that involve memorization rather than comprehension as it is not necessary for the students to remember every single detail to answer a question.

The teacher should also keep his/her expectation realistic as even the most advanced learners would be unable to recall the entire message accurately by developing activities that are appropriate to the students' skill and confidence level, moreover, students should read the questions first before listening to the recording so that when they listen they will be listening for a purpose i.e. to answer the questions.

In addition, the teacher should help the students to develop different listening strategies; he/she may ask them to discuss in small groups in order to identify the main points, practice, model and explain items relating to the listening text rather than to listen and to respond to the

tasks at hand by doing that the teacher encourages the students to be more confident.

The teacher should also incorporate top-down activities such as comprehension questions, listing, and predicting as well as bottom-up exercises to test vocabulary, grammar and pronunciation. Skilled learners should apply both processes simultaneously.

It is crucial to say that the teacher's role in teaching listening should be supportive; he/she should encourage the students rather than controlling and testing them, when he/she asks the students he/she should try to elicit the answers from them by asking them to compare their answers with their partners while monitoring and providing feedback on their performance immediately.

Furthermore, teachers should use recording materials with high-quality and tasks that suit the levels and the needs of the students. Porter & Roberts (1981) pointed out that " We cannot expect learners to handle types of language they have never or hardly ever been exposed to, when we choose authentic listening materials; we can set different tasks to suit the levels and the needs of the students".

According to Richard (1983) " In teaching listening comprehension we should look at the types of materials we use to teach , unfortunately many textbooks contain stilted , artificial dialogues which have absolutely no resemblance to real speeches " . This means that when students are taught by using such materials, they are likely to have significant problems when they encounter real language; the teacher's task here should be to provide opportunities for the students to listen to living English used in everyday –life situations.

Nunan (1998) suggested that lower-level students could be asked to identify the number of speakers and to listen for particular words, while high-level students could be asked to perform more difficult tasks with the same listening material.

According to Mezrigui (2012) in the classroom, the EFL teacher should do the following:

- Trying his or her utmost to provide a good classroom acoustic atmosphere.

- Making English a regular medium of communication, he/she should address the learners in English, even in cases where he/she finds it necessary to use the mother tongue; he/she can translate into L2 what he/she has expressed in L1, so as to keep using English most often.
- Setting motivating listening activities, and establishing a realistic goal for each activity.
- Offering the students enough opportunities to exchange ideas about various topics of common concerns.
- Concentrating on teaching rather than on testing. In other words, the activities ought not to be dealt with as being tests to be marked, so that the learners can work more at ease seeing that many students feel apprehensive during tests.
- Making the students feel that they are making progress, so that they can become actually confident in their own abilities to use English communicatively.
- The teacher should encourage the students to make use of English language media, such as the Internet through which they can chat with English speaking people, TV, radio channels, audio and video tapes on which they can watch or listen to interesting materials chosen personally, or recommended by the teacher according to how important they are and how compatible they are with the learners' level of language proficiency.
- The teacher also needs to prompt the students to seek adequate situations where they can interact face-to –face with native speakers of English. Through face-to-face interactions the learner is urged to play an active role , sometimes against his /her own will, and this is what effective listening entails ; it requires an active listener who listens attentively and tries to respond appropriately, so as not to be a mere passive hearer.

All in all, when teaching listening, teachers seem to be responsible of many things; they make lesson plans, select topics, design tasks, determine what constitute correct answers, besides monitoring and guiding the class.

The Role of the students:

The listener is an active participant in the learning process; they need to interact with the listening text at hand applying both bottom - up and top - down processes to construct meanings according to their prior knowledge and experience rather than listening and responding to the task when they are asked to ,they should also notice facial expressions and body language of the speakers as it helps them to construct meaning , moreover , they need to sit in groups in order to check understanding and to ask each other questions such as agreeing or disagreeing with the speakers.

Before listening, students should be aware of different types of listening depending on their purpose. According to its purpose listening is divided into three types:

1. Listening for gist (the main idea of the text).
2. Listening for specific information (to find out specific details).
3. Listening for detailed understanding (to understand all the information that the text provides).

Being aware of these different types will help students to focus on the important points and achieve tasks successfully.

According to Rivers (1984) the student learning a foreign language passes through several stages in listening comprehension. At first, the foreign language strikes his/her ears as a stream of noises. As he /she listens , he/she gradually notices the rise and the fall of the voice then he/she begins to distinguish between sounds , the student may or may not fully understand the message , it is only with much effort that he/she can master listening skills.

Above all, it must be clearly borne in mind by teachers and students that listening skills cannot be mastered at once; there must be regular practice with increasingly difficult materials as listening comprehension increases with the growing familiarity with vocabulary and structures of the target language.

To sum up, both teachers and students play a major part in teaching listening comprehension but teachers seem to be responsible for many tasks, like selecting the input, design activities, assessing the students , giving feedback to the students immediately and monitoring the class. At the same time the teacher should not embarrass the weaker students when discussing common errors; instructions should be general and impersonal to maintain self-confidence and to create positive listening environment.

2.1.18 Approaches of Teaching Listening:

There are some approaches that are used to teach listening comprehension: they are the grammar- translation approach, the direct approach, the audio-lingual approach and the communicative approach.

A. The Grammar -Translation Approach:

Traditionally, listening was taught in ordinary classes without using language laboratories; the main aim of teaching listening was to learn about the grammar of the target language, teaching was conducted in the learners' mother tongue; only the grammar, sentence structure and vocabulary of the foreign language were taught so that learners could translate texts into their first language.

This approach claimed that language consists of a set of rules that should be learnt first; the grammar- translation syllabus was mainly designed to teach the students the grammar and vocabulary through the translation to and from L1 and L2 while using L1 as the medium of instruction.

In this approach, students did not use to listen to enough language; they listened mainly to the grammatical rules of the language and the vocabulary being drilled and explained.

One major drawback of this method was that the classroom activities did not relate in any meaningful way to everyday listening activities outside the classroom (Miller, 2005). Students taught by this method were asked to fill in the gaps of missing words; they could do that easily without even understanding the actual meaning of the discourse.

B. The Direct Method Approach:

This approach came out to tackle some of the shortcomings of the grammar -translation method with the claim that students should learn the language by using only L2 in classroom setting , grammar was taught implicitly while the vocabulary was taught by using objects ,pictures and explanations with strong emphasis on pronunciation.

This approach was based on the assumption that students should learn the target language through teaching and practicing listening by listening to their teachers while explaining then other skills of the language can be taught later.

This approach was efficient since it helped the students to use English however; teachers wasted too much time trying to explain complex grammatical rules and vocabulary items when simple translation to L1 would have been more efficient.

C. The Audio-Lingual Approach:

This approach was affected by the methods through which international languages were taught; it focused mainly on the teaching of listening comprehension by drilling new lexical items and grammatical forms.

Students used to listen to their teachers as a model or sometimes they listened to tapes then repeat and practice what they have heard.

This approach became widely used with the emergence of language laboratories in the 1960s.

D. The Communicative Approach:

In this approach listening is taught in the same way like the other language skills; all language skills are of equal importance and are taught with the assumption that language is mainly learnt as a tool of communication which involves improving the students' linguistic capabilities.

In the communicative approach, teachers use language laboratories and authentic listening materials which have resemblance to real-life language, while motivating students and providing them with feedback immediately.

2.1.19 Stages of Teaching Listening Activities:

An effective listening activity includes three stages: pre-listening, while listening and post- listening.

Houston (2016) stated that in pre-listening stage, the teacher should pre-teach new vocabulary and grammatical items and give the students an idea about the topic they are going to hear in a short time maximum fifteen minutes, by doing that he/she builds confidence, increases students' interest and helps them to understand while motivating them to learn, the teacher should also select topics that arise the students interest.

In the while- listening stage students listen extensively and follow the task in an attempt to answer the questions at hand; the teacher should start with tasks that are relatively easy for the students to perform, followed by tasks that demand more detailed understanding of the listening text.

In the final stage post-listening, the teacher checks the answers with the students by asking them to compare answers with each other then with the class, while providing immediate feedback then he/she may revise new vocabulary and grammatical items to ensure that the students have learnt them, finally he/she may play the recording again, ask the students to listen and repeat or follow the tape script then to practice reading the tape script with their partners by doing so the teacher knows the reaction of the students to the text which can result in discussing the content of the listening text.

Underwood (1989:P.65) maintained that the teacher ought to ensure that his or her lesson includes:

- The pre-listening stage, when the context of listening text is established, the tasks explained and assistance offered as necessary.
- The while-listening stage, when the students listen to the passage (in some instances one section at a time) and attempts to the while-listening activities.
- A period when the students discuss their responses in pairs/groups, and help each other with the task.

- If necessary, a repeat listening for students to continue or complete the activity or to check or clarify information they may have missed or think they may have got wrong.
- Perhaps some further discussion between students, or some assistance from the teacher leading if necessary to listening again to all or part(s) of the text.
- Post-listening production of the "acceptable" answers, either by the teacher or the class in general.
- Consideration of the areas where students failed to understand or missed something and discussion of why this happened, playing through the text again in whole or in part, if necessary.
- Perhaps a post-listening extension activity.

2.1.20 Assessing Listening:

Ayuanita (2013:P.43) defined assessment as" An ongoing pedagogical process that includes a number of evaluative acts on the part of the teacher"; the teacher can evaluate the students' performance when a student responds to a question, offers a comment or tries out a new word or structure.

There are two kinds of listening assessment either informal assessment or formal assessment. Informal assessment is usually unplanned and spontaneous without grading formats whereas formal assessment is more deliberate and usually has conventionalized feedback.

There are various assessment methods that are commonly used depending on the level of the students and the assessment methods appropriate to the students, the author (2013) stated the following list of sample tasks:

1. Intensive listening tasks: They include the following:

- Distinguishing phonemic pairs e.g. leave-live, where-were.
- Distinguishing morphological pairs e.g. Miss-missed.
- Distinguishing stress patterns e.g. I can go, I can't go.
- Paraphrasing questions.

E.g. I come from Brazil; I'm from Brazil.

- Repetition (students repeat a word, a phrase or a sentence).

2. Responsive listening tasks: They involve answering to questions e.g. what time is it? Open- ended question.

What time is it? Multiple-choice question.

3. Selective listening tasks: The following are examples of selective listening tasks:

- Listening cloze (students fill in the blanks).

-Verbal information transfer (students give MC verbal response).

- Picture cues information transfer (students choose a picture).

- Chart completion (students fill in a grid).

- Sentence completion (students repeat stimulus sentence).

4. Extensive listening tasks: They include:

-Dictation (students listen two or three times and write sentences or a paragraph).

-Dialogue (students hear a dialogue –MC comprehension questions).

-Dialogue (students hear a dialogue – open- ended questions).

-Lecture (students take notes, summarize, list main points etc).

-Interpretive tasks (students hear a poem – interpret meaning).

-Stories – narrative (students retell a story).

Principles of Listening Assessment:

According to Brown (2004) there are some principles that serve as guidelines for the design of a good test or assessment:

1. Practicality:

A good test should be practical; it is within the means of financial limitation, time constraints, ease of administration, scoring and interpretation.

2. Reliability:

A reliable test is consistent and dependable.

The following are sources of reliability of the listening test:

- The test itself (its construction) known as test reliability.
- The administration of the test.
- The test taker known as the student-related reliability.
- The scoring of the test, known as rater or (scorer) reliability.

3. Validity:

Validity is the degree to which the test actually measures what it is intended to measure; the validity of the test can be established only by observation and theoretical justification.

4. Authenticity:

Authenticity may be presented in the following ways:

- The language of the test should be as natural as possible.
- Items should be contextualized rather than isolated.
- Topics and situations should be interesting, enjoyable and humorous.
- Some thematic organization to items should be provided, such as through a story line or episode.
- Tasks represent or closely approximate, real world tasks.

5. Wash back:

When students take a test they will receive information (feedback) about their competence, based on their performance, this feedback should "wash back" to them in the form of useful diagnoses of strength and weakness.

2.1.21 Listening and Technology:

Rost (2007) stated that the use of technology can promote the expansion of listening comprehension by providing students with interesting authentic materials that include songs, TV serials, movies and

documentaries. Listening can be taught effectively through the following ways:

1. Audio Segments:

Listening can be taught by using audio segments of radio programs, online broadcasts, instructional lectures and other audio messages.

Using audio materials to teach listening gives students the opportunity to practice listening to dialogues and monologues uttered by native speakers of English since it can be difficult to have a native speaker in all EFL listening classes.

The teacher can first ask the students to listen to the most important details that they will need to learn from the audio segment, and then he/she can play the audio segment, allowing students to take some notes while they are listening.

This can be useful since students are exposed to real pronunciation, stress, intonation...etc and can familiarize themselves with English as it is actually used in the English speaking environment.

The emergence of audio materials led to the establishment of language laboratories and to the using of headphones. However, with the advance of technology audio has proved to be less efficient in teaching listening since students should be exposed to aspects of real communication such as facial expressions, noises ,hesitations ,pauses , body language which audio materials lack.

2. Video Segments:

Video segments can be used in listening classes in the forms of short sketches, news program, documentary films, interviews...etc.

The use of video materials in teaching listening has proved to be effective because they can teach students situations beyond the classroom setting such as location, time, size...etc.

They also provide learners with the structure, vocabulary and the culture of the target language while attracting their attention and motivating them.

Video materials represent a useful way for providing students with a variety of contexts in which they are exposed to more authentic materials while allowing them to notice aspects of communication such as gestures, body language, cultural symbols...etc.

Koksal (2004 p.63-64) summarized the advantages of using video material in the following points:

- Video materials are time-saving as they get students' attention quickly.
- They can be used in either small or large classes.
- They provide unlimited sources of grammatical structures and words.
- They contain real-life speech, including word stress and intonation.
- They can be used to stimulate students to start a discussion.
- They can excite the imagination of students.
- They improve students' long-term memory by establishing auditory, visual and mental links.
- They can boost students' oral comprehension.

When using video materials, the teacher may first ask the students to watch the video material without sound and then discuss it together, he/she may ask them to predict the content of the segment, then watch it again this time with sound while allowing them to make some notes, after the completion of the video segment and answering the questions, the students can write a summary of the segment and then discuss as a group the content of what they have seen.

It is crucial to say that videos should be well - selected by the teacher to maximize listening comprehension and minimizing frustration of learners.

3. The Internet:

Using the Internet in teaching listening is beneficial for teachers and students; it helps teachers to gain access and introduce new topics to their students and helps the students to determine their needs and objectives. Wilson (2008) regarded the Internet as an effective tool for teaching and replaces the teacher's role in many cases. He also discussed the role of English language websites in developing the students' listening skills since most of the websites which are used for learning are usually free

which make it easier for the students to access them individually and repeatedly in and outside the classroom.

Songs, music, computer-aided games can also be used to enhance listening comprehension in an entertaining and convenient atmosphere by providing priceless opportunities to practice listening.

Tang (2011) stated that the application of multimedia in language teaching is more beneficial and effective because it provides teachers with new teaching approaches and methods, besides providing learners with two learning environments (the class environment and self-access of multimedia environment) which make students' learning is not affected by time and place.

Yale (1995:P.66) pointed out the following advantages of using multimedia:

- Multimedia teaching makes EFL listening classes more vivid, interesting and lively, which can therefore stimulate students' interest in learning, improve class efficiency and help students to achieve more satisfactory results.

- Second, using multimedia could supply opportunities for language use in a lively and harmonious environment.

- Third, multimedia promotes students' motivation and develops their communicative competence; using power - point, for example, can create positive environment for group discussion, give a chance for communication in the target language and widen ESL learners about the culture of L2.

Many studies have been conducted to evaluate the impacts of technology and authentic materials in enhancing listening comprehension. Ozgen (2008) investigated the impact of captioned authentic videos on listening comprehension, the results of this study showed that learners watching the videos with captions scored significantly better than those watching the videos without captioning.

2.1.22 Factors that cause listening comprehension difficulties to EFL learners:

Listening difficulties are defined as "The internal characteristics that might interrupt text understanding and real-life processing problems directly related to cognitive procedures that take place at various stages of listening comprehension" (Goh, 2002). This definition suggests that listening problems are mainly attributed to cognitive factors.

According to Ur (1984:P.5) listening comprehension difficulties fall into two categories. The first category includes listening problems resulting from the characteristics of the English language and the native speakers' culture, they include:

- Interference (including L2 phonemes that are not available in L1).
- Effect of supra-segmental elements on the perception of sounds.
- Redundancy.
- Inappropriate listening style.
- Lack of background knowledge or unfamiliarity with L2 culture.

The second category of listening problems involves features of listening situations that cause difficulties for listeners. They include:

- The kind of delivery including speed rate and the speaker's accent (especially native speakers' accents).
- Number of speakers.
- No chance of repetition.
- Inability to concentrate.
- Boring topics.

There are many factors that are considered to be the reasons of learners' listening comprehension difficulties' such as attitudes of the speakers , learners' beliefs , listening stimuli , difficulty of the tasks , students' low ability , poor listening strategy , lack of practice , speed delivery, segmentation of spoken word , understanding an utterance and salient features of spoken discourse such as clarity, stress , intonation and pauses, etc.

Difficulties in listening comprehension may also be attributed to features of spoken language since the spoken language comes in the form of sounds; listeners should be able to decode both sounds and phonemes.

According to Ur (1984) one of the reasons that pose listening difficulties to EFL learners is the fact that some sounds do not exist in the foreign language learners' own mother tongue, she stated that the sound /p/ as in pen, for example, does not exist in Arabic. A native Arabic speaker may very often assimilate it to the nearest sound familiar to him and both hear and say /p/ or /b/.

Yagang (1994) stated that EFL learners should also possess the knowledge of complex phonological rules that usually occur in fast speech such as assimilation, intrusion and elision; they should also notice that some function words have two pronunciations, a strong form and a weak form.

Another aspect that can cause listening comprehension difficulties to EFL learners is the fact that English is spoken quite fast and listeners must process the text according to the speed determined by the speaker since the listener cannot control the speed at which the speaker speaks, so that what is being said should remain in their memories because there is no ability to get things repeated i.e. there is no chance to look back again at the text as in reading (Krost, 1994).

Berene (1998) suggested the following facts about listening comprehension difficulties:

1. Familiarity with the content of the message makes it easier for learners to understand.
2. Weakness of students in phonology, semantics and syntax can lead to some difficulties in grasping the message of the listening passage.
3. Repetition of the recorded message can facilitate L2 listening comprehension.
4. Pre-listening activities allow learners to listen effectively.
5. Video tapes are better for listening tasks than audiotapes as learners can see the speakers, understand their facial expressions and body language.
6. The use of authentic passages rather than pedagogical ones improves students' listening abilities.
7. Learners should apply strategies to be effective listeners.
8. Listening comprehension has a complex nature and should be practiced by using different types of passages, different modes of

presentation (audiotape, videotape, live) and different kind of tasks to do.

Underwood (1989:P.65) proposed that listening comprehension difficulties are attributed to the following factors:

First, he believed that the greatest difficulty with listening comprehension is that the listener cannot control how quickly a speaker speaks, this means lack of control over the speed constitutes a major listening comprehension difficulty.

Second, he said" It is hard for the teacher to judge whether or not the students have understood any particular section of what they have heard". Since listening is an individual ability that can be hidden in one's brain; when students nod or shake their heads they give their teachers the impression that they understood everything although sometimes they understand nothing, so it is the teacher's task to decide the number of times the students need to listen to the listening passage.

Third, learners often have limited vocabulary; speakers may use vocabulary which is unknown to the students.

Fourth, listeners may not be able to notice signals of speech such as repetitions, false starts, self -correction, elaboration and fillers especially in informal situations.

Fifth, listeners may lack contextual knowledge since they come from different cultures, even if listeners can understand the meaning of all the words used in the passage, they may encounter problems of interpretations unless they are familiar with the context.

Sixth, the nature of the passage affects the students' listening comprehension; if the topic of the listening is interesting to the students they feel excited to follow.

Finally, some learners may seem to develop learning habits as when students wish to understand every single word, so that they feel worried if they fail to understand a particular word or phrase and this may discourage them.

Buck (2001) suggested that different accents of English cause listening comprehension difficulties; when listeners hear unfamiliar accents such as Indian English for the first time; they will face critical difficulties in listening.

Difficulties in listening may also be due to the quality of the recorded materials; some teachers use recorded materials that do not have high quality and this can affect students' listening comprehension accordingly.

Many EFL learners complain about the scarcity and the low- quality of teaching equipment. Roughly the only commonly- used listening pieces of equipments are radio cassette recorders, but in many listening classes, these are not even available in sufficient quantities so the teaching staff may share them and even some of the available pieces of listening equipments are so unsophisticated that the quality of the sound is too bad to be heard clearly. (Mezrigui,2012).

Rubin (1994) stated five main factors to be responsible from listening comprehension problems; they are characteristics of the text, interlocutor characteristics, task characteristics, listener's characteristic and process characteristics.

According to Teng (2002) the main problems of listening comprehension come from the students' proficiency level; lower- level students tend to have more listening comprehension problems besides speech clarity and listening concentration.

Ja'fr (2013) asserted that listening comprehension problems are attributed to English accents, colloquial expressions, pronunciation, insufficient listening time, fast speech rate, limited knowledge of vocabulary and sentence structure.

Main sources of listening comprehension difficulties:

According to Yagang (1994) listening comprehension difficulties are attributed to the following factors: the message, the speaker, the listener, the physical setting and motivation.

The message:

Many learners find it more difficult to listen to a recorded message than to listen or read the same message on a piece of paper, since the learning message strikes the listener's ears in a fraction of a second whereas reading materials can be read at anytime.

Listening materials may deal with almost any area of life; it might include street conversations, proverbs, language used for academic needs and some other situations which may not be familiar to the students.

Moreover, students may not be able to predict what the speaker is going to say; in daily conversations it is often considered impolite to ask the speaker to repeat something many times, speakers may also change topics suddenly since speech comes instantly.

There are also common language features that make it difficult for EFL students to distinguish individual words in the flow of speech they are liaison (which means linking of words in speech when the second word begins with a vowel, e.g. an orange) and elision (leaving out a sound or sounds particularly in fast speech e.g. ought to).

Everyday conversations may contain a lot of colloquial words and expressions such as stuff for materials as well as slang language, students who are familiar to only bookish or formal English may not understand such words.

Moreover, in spontaneous daily conversations speakers sometimes use ungrammatical sentences due to their mood or hesitation; they sometimes tend to omit some elements from the sentence such as subjects and auxiliaries which may pose some difficulties for the listener to understand.

According to Rivers (1984) " The language emitted by the speaker, which contains the message, has acoustical patterning distinctive for each language which includes the degree of loudness, the level of pitch and the length of pauses" .This suggests that to understand the nature of listening process we need to consider some of the characteristics of the spoken discourse and the special problems they pose for listeners.

The speaker

Ur (1984) said " In ordinary conversations or even in much extempore speech making or lecturing we actually say a good deal more than would appear to be necessary to convey our message". This means that speakers sometimes add some things redundantly that come in the form of repetitions, false starts, rephrasing, self-correction, elaborations, tautologies, and frequent meaningless additions such as I mean or you know, this redundancy is a natural feature of speech and may not either help or hindrance comprehension depending on the level of the students. It may make it more difficult for beginners to understand what the speaker is saying, while give advanced learners opportunity to get used to different styles of speech.

The listener:

Second language learners are often unfamiliar with clichés and collocations of English, as a result they may not be able to predict that a word like "rage" can come after the word "towering" in a phrase like in a "towering rage" , so lack of socio-cultural , factual and contextual knowledge of the target language can cause some listening comprehension difficulties.

Lynch (2003) believed that lack of background knowledge can cause great difficulty in listening comprehension since language is used to convey beliefs , facts ,opinions , cultures and rules ; when EFL learners are unaware of the culture of the target language they encounter some listening comprehension difficulties.

Psychological and physical features can also affect listening comprehension; students may feel tired and lose concentrations when they are asked to do very long tasks. Hassan (2000) stated that when there is distraction, students fail to concentrate and that students do not concentrate when they are not interested in the topic of listening.

Physical setting:

According to Yagang (1994) the environment can affect listeners' comprehension. Noises in the recording resulting from poor quality of the recording materials or environmental noises can take the listener's mind off the content of listening, listening to tapes without seeing the speaker's

body language and facial expressions make it more difficult for the listeners to understand the speaker's intended meaning.

Motivation:

Motivation is another factor that can contribute to EFL listening comprehension difficulties, it plays a crucial role in the learning process and should be put into consideration when teaching listening comprehension. Lack of motivation from the side of the teacher leads to poor achievements in language learning.

According to Lepper and Chabay (1985) motivation factors can be divided into extrinsic and intrinsic motivators, extrinsic motivators have nothing to do with the content of the lesson and are independent of the learning instructions; the teacher can motivate the students by being co-operative, friendly, respectful and smart, he/she should encourage the students to work hard.

Intrinsic motivators on the other hand are related to the learning instructions and help to raise the learners' attention; the teacher can motivate the students by using songs, stories, games, audio-visual materials in teaching listening and by reinforcing students even when errors occur.

Listening comprehension difficulties can also occur due to auditory processing which refers to how the human brain recognizes and decodes sounds; a person with an auditory processing disorder is aware of sounds but his/her brain deciphers these sounds abnormally so he/she may not be able to differentiate between words like "time" and "dime".

According to Wrench et. al. (2012:P.54) we can sometimes have difficulty in listening to even relatively brief messages as some of the factors that can interfere with good listening are beyond our control, but others are manageable therefore, it is helpful to be aware of such factors.

Noise is one of the biggest factors that interfere with listening, they defined it by saying " Noise refers to anything that interferes with our ability to attend to and understand a message ". There are many kinds of noise that encounter listeners in public speaking situations: physical noise, psychological noise, physiological noise and semantic noise.

Physical Noise

Physical noise consists of various sounds in the environment that interfere with a source's ability to hear e.g. construction noises outside a window , planes flying directly overhead or loud music in the next room can make it difficult to hear the message being presented by a speaker . However, it is sometimes possible to manage the context to reduce the noise.

Psychological Noise

Psychological noise consists of distractions to a speaker's message caused by a receiver's internal thoughts. For example, if the listener is pre-occupied with personal problems, it is going to be difficult to give his/her full attention to understand the meaning of a message. The presence of another person whom the listener feels attracted to or perhaps a person he/she dislikes can also be regarded as psychological noise that draws the listener's attention away from the message.

Physiological Noise

Physiological noise consists of distractions to a speaker's message caused by a listener's own body. If the listener is listening to a speech in class around noon and he/she has not eaten anything or if the room is cold and the listener is thinking about how to keep warm than about what the speaker is saying. In either case, his/her body can distract him/her from attending to the information being presented.

Semantic Noise

Semantic noise occurs when the receiver experience confusion over the meaning of a source's word choice; while the listener is attempting to understand a particular word or phrase, the speaker continues to present the message. While he/she is struggling with a word interpretation, he/she feels distracted from listening to the rest of the message; euphemism is an example of semantic noise. Euphemism is diplomatic language used for delivering unpleasant information. For instance, if someone is said to be "flexible with the truth", it might take us a moment to understand that the speaker means this person sometimes lies.

Distractions

Many distractions are the fault of neither the listener nor the speaker. However, when you are the speaker, being aware of these sources of noise can help you reduce some of the noise that interferes with audience's ability to understand you.

Attention Span

A person can only maintain focused attention for a finite length of time even when the listener's attention is glued to something in which he/she is deeply interested in, every now and then he/she may pause to do something else, such as getting a drink, stretching or looking out of the window.

The limits of human attention span can interfere with listening, but listeners and speakers can use strategies to prevent this interference. As many classroom instructors know, listeners will readily renew their attention when the presentation includes frequent breaks in pacing.

For example, a fifty -to seventy five- minute class session might include some lecture material alternated with questions for class discussion, video clips, handouts and demonstrations. Instructors who are adept at holding listener's attention also move about the front of the room, writing on the board, drawing diagrams, and intermittently using slide transparencies or PowerPoint slides.

Receiver Biases

Good listening involves keeping an open mind and withholding judgment until the speaker has completed the message. Conversely, biased listening is characterized by jumping to conclusions; the biased listener believes " I don't need to listen because I already know what I think about a certain topic ".

Receiver biases can refer to two things: biases with reference to the speaker or biases with preconceived ideas and opinions about the topic or message.

The first type of bias listeners can have is related to the speaker. Often a speaker stands up and an audience member simply doesn't like the

speaker, so the audience member may not listen to the speaker's message, such biases can interfere with our ability to listen accurately and competently to the speaker's message.

The second type of bias listeners can have is related to the topic or content of speech. If the speech topic is one the listener has heard thousands of times, so he just "tunes out" the speech; when listeners have strong pre-existing opinions about a topic such as death penalty, religious issues, affirmative action or global warming, their biases may make it difficult for them to even consider new information about the topic, especially if the new information is inconsistent with what they already believed to be true. However, it is important for listeners to develop clear thinking and open-minded listening.

Listening or Receiver Apprehension:

Listening or receiver apprehension is the fear that the listener might be unable to understand the message or process the information correctly or be able to adapt his/her thinking to include the new information coherently.

In some situations listeners might worry that the information presented will be "over their head"- too complex, technical or advanced for them to understand adequately. However, speakers should reduce listener apprehension by defining terms clearly and using simple visual aids to hold the audience's attention if they think that the audience doesn't have special knowledge on a particular topic.

EFL Learners' Potential Difficulties in Learning to Listen to English:

According to Case (2008:P.6) EFL learners find listening to English difficult because of the following reasons:

1. EFL learners are trying to understand every word.

Despite the fact that we can cope with missing whole chunks of speech, having a conversation on a noisy street in our own language, many people don't seem to be able to transfer that skill easily to a foreign language, EFL learners feel worried if they cannot understand the meaning of a particular word or phrase.

2. They get left behind trying to work out what a previous word meant.

This is one aspect of the problem above that all people speaking a foreign language have experienced at one time or another. This often happens when the listener hears a word he half remembers and finds himself completely losing the thread of what was being said by the time he remembers what it means and can also happen with words the listener is trying to work out from the context or words he has heard many times before and trying to guess the meaning as he is listening.

3. They just don't know the most important words.

EFL learners frequently encounter some vocabulary that they are not familiar with. To resolve such a problem is simply to pre-teach new vocabulary items and get the students to practice the skill of guessing meaning from the context in which the words are used , the teacher can also encourage students to have vocabulary lists and use monolingual dictionaries.

4. They don't recognize the words that they know already.

Common reasons why students might not recognize a word include not distinguishing between different sounds in English (e.g. /l/ and /r/ in "led" and "red") or when trying to listen to homophones (e.g. "there", "their" and "they're"), moreover, word stress, sentence stress and sound changes when words are spoken together in natural speech such as weak forms can also lead to listening comprehension difficulties.

5. They have problems with different English accents.

In modern textbooks, students have to deal with a variety of English accents; British, American, Australian, Indian and French. In order to build up their abilities to deal with different accents in the longer term, the best way is to get them to listen to different English varieties. Ayuanita (2013) stated that " One of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents of English , they need to be exposed not only to British and American English but also to Australian English , Caribbean English , Indian English and West African English".

6. They lack listening stamina.

Students feel tired if they are asked to perform long tasks; teachers should not overload students with doing too many exercises.

7. They have a mental block.

This could be a case of a student who had badly graded listening texts in school exams and find listening to English difficult, to stop them feeling patronized, the teacher can use much easier texts perhaps using them mainly as a prompt to discussion or grammar presentations.

8. They are distracted by background noise.

Being able to cope with background noise is another skill that does not easily transfer from L1 and builds up along with students' listening and general language skills. Planning a listening class should be when it is quiet outside.

9. They can't cope with not having images.

Many EFL learners find not having body language and other cues to help a particular difficulty in a foreign language; setting the scene with some photos of the people speaking can help, especially tasks where students put pictures in order as they listen, and using videos instead of tapes makes a nice change and is a good way of guessing vocabulary from the context.

10. They have hearing problems.

As well as people such as older students who have general difficulty in hearing and need to sit close to the recorder, the teacher might have students who have problems hearing particular frequencies or have particular problems with background noise.

11. They can't tell the difference between different voices.

Voices can be completely confusing for a non-native speaker, the teacher can avoid this problem by getting students to listen to monologues, once they have mastered that he/she can train them to listen to dialogues.

Underwood (1989) stated the following causes of obstacles to efficient listening comprehension:

1. Listeners cannot control the speed of delivery. He said " Many English language learners believe that the great difficulty with listening comprehension as opposed to reading comprehension is that the listener cannot always control how quickly a speaker speaks" (P.16).

Krost (1997) made a study in which EFL learners were allowed to control the speed of the text through the use of a computer; he found out that when students slowed down the speech rate, they achieved better results.

2. Listeners cannot always have words repeated .He stated " It is hard for the teacher to judge whether or not the students have understood any particular section of what they have learnt" (P.17).

3. Listeners often have limited vocabulary mastery; they sometimes encounter unfamiliar words which may pose some difficulties in comprehending the message.

4. Listeners may fail to recognize the signal, which indicates that the speaker is moving from one point to another such as giving examples or repeating a point.

5. Listeners may lack contextual knowledge; unless students are familiar with the context they can find it difficult to understand the whole meaning of the passage.

6. It can be difficult for listeners to concentrate in a foreign language; when the topic is exciting students find it interesting to follow rather than when they have to listen to a long uninteresting passage that requires an enormous amount of effort.

7. Students may have established certain learning habits such as when they try to understand every single word or phrase. Hedge (2006) argued that students find listening comprehension difficult because they want to understand every single word in the listening text, although it is not necessary to do so to comprehend the overall general meaning.

Anderson and Lynch (2003) mentioned four different ways in which the listener can or cannot process the incoming speech:

- The listener may not hear adequately what has been said.

- Speech may contain words or phrases that the listener can hear adequately but unable to understand because of syntactical or semantic problems.
- The listener may perfectly hear and understand the speaker but have switched off consciously or unconsciously.
- The listener attends to the message fully and tries to construct a coherent interpretation from it.

To sum up , listening comprehension involves a high level of thinking; it involves the person's ability to understand the meaning of the words he/she is hearing. Hasan (2010) claimed that EFL listening comprehension difficulties depend on the learner's strategies , features of the listening texts , characteristics of the speaker , attitude of the listener , the task to be achieved and the degree of visual or written support for the aural input.

2.1.23 Strategies for Developing Listening Comprehension:

Vandergrift (1999) defined strategies as " The conscious means by which learners can guide and evaluate their own comprehension and responses".

Ho (2006:P.65) reported that " Listening strategies refer to the skills or methods for listeners to directly or indirectly achieve the purpose of listening comprehension of the spoken input".

Nihei (2002) suggested the following listening strategies:

1. Listening for the main idea :

In this type of listening, students are most likely to be asked about general information from the text such as what the text is about, why the speakers are talking about it or where the conversation takes place.

2. Listening for specific details :

This type of listening requires students to pay attention to detailed information from the text for example, they may be asked about the time of a specific event.

3. Listening to predict:

In this type of listening students predict what is going on by observing the speakers' body language, facial expressions and gestures.

4. Listening to make inferences:

Here the students need to understand the intended meaning of the utterance by making inferences.

5. Using non-verbal cues:

Visual aids help students to understand the spoken text better by paying attention to non-verbal cues such as lip movement, facial expressions, gestures as well as the setting of the conversations.

6. Listening for taking notes:

When students listen to write notes, they do not write everything, they write key words such as nouns, adjectives, verbs and adverbs for later use.

7. Listening for imitation or reproduction:

In this type of listening, the students are asked to imitate or reproduce what they have heard, to do so they need to listen carefully.

O'Malley and Chamot (1990) distinguished between three types of listening comprehension strategies depending on the levels of the students and the listening objectives; they are cognitive, meta -cognitive and socio -affective strategies.

2.1. 23.1 Cognitive strategies:

Richard (2008) reported that " Cognitive strategy refers to mental activities related to comprehending and storing input in working- memory or long- term memory for late retrieval".

This suggests that cognitive strategy is a problem-solving way to overcome listening difficulties. There are two kinds of cognitive strategies with regard to listening comprehension; they are bottom -up and top- down strategies ; bottom- up processing helps students to identify sounds , words , syllables, intonation , grammatical forms and functions , linking words and aspects of connected speech.

Top- down processing on the other hand helps students to master many listening skills such as predicting, forecasting, explaining, inference, visualization, listening for gist and listening for specific information, it has been observed that advanced learners apply more top- down strategies than beginners.

According to Goh (1998) learners apply cognitive strategies because they can help them to process, keep and remember new information. The interaction between bottom- up processing and top- down processing in listening comprehension has been investigated by many researchers , it has been observed that lower-level students depend mainly on bottom- up processing because they are unable to use top- down processing to help them achieve listening comprehension.

In teaching listening comprehension, teachers should incorporate top-down activities as comprehension questions, predicting and listing and bottom -up exercises for pronunciation, grammar and vocabulary to achieve better listening comprehension.

2.1. 23.2 Meta-cognitive Strategies:

Meta-cognitive strategies have to do with planning, assessing, checking, monitoring and evaluating the listening tasks; this suggests that meta-cognitive strategies are related to management techniques. It has been believed by many scholars that through the application of this strategy, learners can learn faster and gain more knowledge easily; they can deal with all situations of listening, become more confident, motivated and they are able to explain what they have heard through using their previous knowledge about the topic and their prediction, accordingly we can classify learners to skilled or less skilled learners (Wendon, 1998).

The positive effect of using meta-cognitive strategies has been emphasized by many researchers; Vandergrift (2003) and Goh (2000) stated that students with high level of meta-cognitive awareness are better at predicting, making inference and recalling information.

Abdalhamid (2012) distinguished between two kinds of meta-cognitive skills: Knowledge of cognition and Regulation of cognition. Knowledge of cognition he said deals with the learners' consciousness of what is

going on, whereas Regulations of cognition refers to what learners should do to listen effectively.

2.1.23.3 Socio -affective strategies:

Vandergrift (2003) stated that socio - affective strategies are strategies that listeners use to interact with others, to check their understanding and to reduce their apprehension. This means that this strategy involves interaction of listeners by showing their feelings, emotion, motivation, attitudes and their reaction to learning listening.

Socio-affective strategies help learners to reduce anxiety, to become confident, raise their awareness and motivation toward listening comprehension.

Go(2000) stated that it is essential to teach listening strategies to students but before doing that ,teachers should make sure that their students have sufficient knowledge of vocabulary , grammar and phonology.

Numerous studies about applying listening strategies by EFL learners have been conducted and emphasized the positive effect of listening strategies on learners' listening performance. According to Yang (2009) meta-cognitive strategies are effective in language learning and distinguish successful learners from unsuccessful ones.

Vandergrift (1999) stated that the most efficient learners often apply top-down and meta-cognitive strategies which are related to the learners' listening skills while less efficient learners tend to use bottom-up strategies.

Hansen and Jensen (1994) conducted a study to investigate how listeners can answer questions related to bottom-up and top-down strategies, they used two types of academic lectures: a history lecture and a chemistry lecture, they came to the conclusion that low- level students depended on bottom- up processing because they have limited linguistic knowledge; they are fixed at the word level. This suggests that expert language users are able to employ both of these information processes to achieve comprehension.

2.1.24 Developing Learners' Listening Ability:

Rost (1994) claimed that there are some general guidelines for the development of the learners' listening skills. He maintained that listening abilities develop through face-to-face interaction. He said " By interacting in English, learners have the chance for new language input and the chance to check their own listening ability. Face -to-face interaction provides stimulation for development of listening for meaning". This suggests that the listener who listens attentively and tries to respond appropriately plays an active role in developing his /her listening skills.

Listeners can also develop their listening ability through focusing on meaning and trying to learn new and important content of the target language, by doing so the learners' lexical repertoire can be enriched , which would better his/her comprehension capacity, and thus pave the way for the development of his/her listening ability.

Another possible way through which the listener can develop his/her listening ability in Rost's opinion is attention to accuracy and analysis of form; it is important for the learners to be accurate when using the language.

A further possible ground for the development of listening ability is the classroom teacher; Rost suggested the following recommendations for the classroom teacher:

- Addressing all the students in English , not only the brilliant ones and getting to know them through talking about topics of mutual interest.
- Making English the language of the classroom and pointing out to the students how they are becoming confident and effective users of English.
- Exposing the learners to various English listening situations, personally and through the use of video and audio tapes.
- Setting classroom listening activities that personally engage the student, and setting challenging, yet realistic goals for each activity. The students should be given clear feedback on how well they do.

Underwood (1989) said "Success breeds success" this suggests that if the teacher succeeds in developing learners' listening abilities , then he/she paved the way for them to engage in successful autonomous learning outside the classroom setting.

2.2 Previous Studies:

EFL Listening comprehension difficulties are affected by many factors among the factors that have been investigated by researchers are speech rate Conrad (1989) ,lexis Rost(2002) ,phonological and background knowledge Long (1990) and syntax, motivation and lack of exposure to the target language Brown (1992). The following are some important studies that have investigated listening comprehension difficulties among EFL learners.

Assaf (2015) conducted a study entitled " The Difficulties Encountered by EFL Learners in Listening Comprehension as Perceived by ELC Students at the Arab American University –Jenin" with the aim to identify the difficulties students face in listening comprehension and to find out the relationship of the difficulties encountered by EFL students with students' academic level , academic year , gender ,type of school and number of school years studying English , she used a questionnaire and an interview to collect data , first the questionnaire was developed and given to a sample of 189 EFL students , the sample was chosen randomly. The interview then was held with 12 students chosen randomly from the sample of the study. The results of the study revealed that disability of word recognition, lack of background information about the topic, noises around, poor quality of listening equipments , not enjoying the listening excerpt, speed rate and gliding over words while speaking were the problems the students stated in the interview. Besides that, the researcher found out that there were no significant differences in the difficulties students encountered in listening due to academic level, academic year, gender, type of school and number of school years studying English.

Mohammed (2017) made a study entitled "Investigating the Listening Comprehension Difficulties Encountered by EFL Learners in Sudanese Secondary Schools" the study adopted the descriptive analytical method; the data was collected through two tools, a diagnostic test for (40) Sudanese secondary school students and a questionnaire for (40) EFL Sudanese secondary school teachers to seek the causes of the listening comprehension difficulties and how to overcome them. The results of the study revealed that the students of Sudanese secondary schools encounter some problems when they listen to English comprehensively ; the syllabus does not include enough listening materials , most of Sudanese

secondary schools do not have language laboratories and teachers need more training specifically to teach EFL listening skill strategies.

Hadijah and Shalawati (2016) researched " A Study of Listening Skills and Perspectives to First Year Students at English Department of Academic Year 2015-2016" with the aim to collect information about the students' challenges in listening activities, their perspectives on listening subject, and positive factors on the students' success in listening , they used a test and a questionnaire to collect data. The findings of this study showed that students faced problems in listening because they still could not complete the basic listening skills in the test. Furthermore, most of them considered listening classes challenging due to some problems and difficulties during the teaching and learning activities, besides that lack of practice, limited vocabulary mastery, native speakers' accent, pronunciation and uninteresting learning materials influenced the students' listening skills. Moreover, their knowledge about English structure and good facilities in listening classes supported them to be able to figure out some challenges in listening activities. In addition, the students realized the importance of the listening activities, but assistance from the teachers and some other students were still needed during the teaching and learning activities.

Cubalit (2016) investigated " Listening Comprehension Problems of Thai University English Learners" with the aim to investigate, identify and analyze listening comprehension problems that students face with regard to the listening text, the speaker, the listener and the strategies the students use to resolve their listening comprehension problems. The researcher used a questionnaire to collect data. The findings of this study showed that students faced problems in listening comprehension related to the listening text, the speaker, and the listener at a high level. Other factors contributing to listening difficulties among Thai university students were lack of opportunity to practice and use English skills.

Hamouda (2013) conducted a study entitled "An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EFL listening classrooms" , the researcher selected 60 first year English majors students who took a listening course in the university academic year (2012-2013) at Qassim University for the study , the researcher used a questionnaire and an interview to gather information , the results of the

study indicated that pronunciation ,speed of speech, insufficient vocabulary , different accents of the speakers , lack of concentration , anxiety and bad quality of recording materials were the major listening comprehension problems that encountered EFL Saudi learners.

Izzah and Keeya (2019) studied " Common Listening Challenges: Indonesian EFL learners' Perception " with the aim to identify the common listening challenges experienced by Indonesian EFL learners. They used descriptive methods of quantitative research .In collecting data; the researchers used a self-structured questionnaire which refers to three basic categories; the listener, the passage and the physical setting. The data was statistically evaluated by referring to Likert type scales .The findings of the study showed that distortions, lexis recognition, phonological awareness, complexity of the passage and the speech rate were the main challenges that encounter the subjects of the study.

Ahmed (2011) investigated " Difficulties of Teaching Listening Skills in Large Classes" , the study took place at Sudan University of Science and Technology during the academic year 2011 , the researcher used the descriptive analytical method , to collect data two tools were used a questionnaire for teachers and a test for students , the main results of the study showed that the curriculum has negative impact on teaching listening as shown in the results of the teachers' questionnaire and the students' test. The students' test also revealed that large classes have negative effects in the students' achievements and are not helpful in teaching EFL listening comprehension.

Gao (2014) studied "An Exploration of Listening Problems and Their Causes" with the aim to identify listening comprehension problems experienced by Chinese university students at intermediate level through multiple perspectives, a mixed method approach was used; integrated questionnaire surveys, participants' self reflections, the Aural-Lex tests and dictation transcriptions conducted both at the beginning and at the end of the semester. The findings of the study suggested that the main causes of listening comprehension difficulties for Chinese university students at intermediate level were limited knowledge of phonology, inadequate vocabulary by sound and poor awareness of the features of connected speech.

Anandapong (2011) conducted a study under the title "A Study of English Listening Problems and Listening Proficiency of Business Students at Bangkok University" with the aim of investigating the students' English listening problems and listening proficiency. A questionnaire, IELTS test and an Interview were used to collect data, the results of the study showed that the main reasons that caused listening problems for the students were the listening text, lack of practicing listening skills and lack of exposure to different kinds of listening materials.

From the above studies, we find that listening difficulties are caused by many factors such as inability to identify phonemes, word recognition, trying to understand every single detail, speech rate, students' level of proficiency, new vocabulary and grammatical structures and not concentrating on the task.

It is evident from the above literature review, that efforts have been made by a great number of researchers to identify listening comprehension difficulties experienced by second and foreign language learners, more empirical studies, however, are needed to explore the source of these difficulties and propose some suitable solutions to overcome them, this is what the present study is trying to demonstrate.

Chapter Summary:

This chapter provided theoretical background and reviewed the related literature to listening comprehension problems encountered by foreign language learners.

The relationship between the current study and the previous studies is that all the studies tried to investigate listening comprehension difficulties among EFL learners and the factors that contribute to such difficulties.

To sum up, the previous studies came up with the following findings:

- Listening is the most important skill in the process of foreign language learning as learners receive their language input through listening moreover, listening affects the emergence and development of the other language skills.
- Universities and schools do not pay enough attention to teaching listening; the syllabus does not include enough listening materials, in

addition, most universities and schools do not have language labs and teachers need more training specifically to teach EFL listening skill strategies.

-EFL learners consider listening classes challenging due to some problems and difficulties during teaching and learning activities; teaching listening comprehension in large classes for example, have negative effects on the students' achievements.

- Furthermore, there are other factors that hinder listening comprehension such as disability of word recognition, lack of background information about the topic, noises around, lack of concentration, anxiety, distortions, phonological awareness, complexity of the passage, poor quality of listening equipments, not enjoying the listening excerpt, fast speed rate, poor awareness of the features of connected speech and lack of exposure of different kinds of listening materials.

-EFL learners also encountered listening comprehension difficulties that are related to the listening text, the speaker, and the listener at a high level.

- Lack of practice, limited vocabulary mastery, native speakers' accent, pronunciation and uninteresting learning materials pose some EFL listening comprehension difficulties.

The next chapter is going to discuss the methodology of the study through which data of the study has been collected.

Chapter Three

Methodology of the Study

3.1 Introduction:

This chapter discusses the population of the study, the sample used in this study, the methodology, the instrumentation, the reliability and validity of the study and the techniques used for data collection and analysis.

The method adopted in this research is the descriptive analytical approach. Data has been collected by using two tools: a diagnostic test for (30) EFL Sudanese university students and a questionnaire for (30) EFL Sudanese university teachers, all the data has been then analyzed through SPSS (Statistical Package for Social Sciences).

3.2 Population of the Study:

As the study uses two tools; a diagnostic test and a questionnaire, the population of the study composes of Alneelain University second year students of the English Department to whom the test is administered, and expert EFL Sudanese university teachers who participated in the questionnaire.

3.3 Sample of the Study:

The test has been conducted at Alneelain University, in the Faculty of Arts, the sample of the study was taken from second year students majoring in English Language who possess the same level of English abilities and are approximately the same age, (30) students have participated voluntarily, the test took place during their third semester in university academic year (2018/2019).

The sample of the questionnaire is (30) expert EFL university teachers who have more than seven years experience in teaching English at Sudanese universities , the sample was taken to detect some of the causes and to suggest some suitable solutions to the listening comprehension difficulties that face the subjects of the study.

3.4 Methodology:

The purpose of this research is to investigate listening comprehension difficulties that face EFL Sudanese university students. To achieve this goal and in an attempt to answer the research questions, data has been collected through using two tools, a diagnostic test for (30) students who have participated voluntarily and have been selected randomly from second year students at Alneelain University and a questionnaire for (30) expert English teachers at Sudanese Universities. The data collected has been analyzed statistically by SPSS.

3.5 Instrumentation:

The instruments used in this study are a diagnostic test and a questionnaire. They are described in details below:

3.5.1 The Diagnostic Test:

The first instrument which is employed in this study is a diagnostic listening test; the main purpose of this test is to investigate the difficulties the encounter EFL Sudanese university students in listening comprehension in both formal and informal settings.

The test consists of two sections: a dialogue and a monologue, the main aim of the dialogue was to check the students' understanding of informal English used by native speakers in different social contexts such as in streets, hotels , restaurants...etc, whereas the main aim of the monologue was to check understanding of formal English used in academic settings such as in lectures and talks.

The students listened to a recorded CD and they were given some times to answer the questions .The questions of the diagnostic listening test were mainly designed to test the students' listening comprehension, in the first section of the diagnostic test the students were asked to listen to a dialogue and they were given five multiple choice questions to answer while in the second section of the test the students listened to a part of a lecture and were asked to answer six multiple choice questions and six sentence- construction questions.

3.5.2 The Validity of the Diagnostic Test:

Validity refers to the extent to which a test or a set of tests measure what they are supposed to measure. It also refers to the extent to which the results of the procedure serve the uses for which they were intended.

The test has been adopted from the British Council website (<https://learnenglish.britishcouncil.org>), it is provided with a recorded CD and model answers, the test is mainly designed for listening comprehension testing purpose. (Appendix 1).

The researcher consulted five expert listening comprehension teachers who have long experience in teaching listening and doing research in English; three university teachers and two instructors who teach IELTS in British Council and they agreed about the validity of the test.

3.5.3 The Reliability of the test:

Reliability is defined as the extent to which a test produces consistent results when administered under similar conditions. Reliability also means when a certain test is applied on a number of individuals and the marks of every one are counted; then the same test applied another time on the same group and the same marks are obtained; then we can describe this test as reliable.

The reliability coefficient was calculated for the measurement, which was used in the test using Alpha - Cronbach coefficient Equation as the following:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

To calculate the reliability coefficient using the Alpha-Cronbach coefficient the results are shown in the following table:

	Reliability	validity	N
ALPH – CRONBACH	0.86	0.91	30

From the above table it is clear that the validity of the test is very high (0.91) which indicates that if we repeat the test we are sure 93% that it is

going to give us the same results therefore, we can describe the test as valid and reliable.

3.5.4 The Questionnaire:

The researcher designed the questionnaire in (Appendix 2) for expert teachers at Sudanese universities to collect information about their views and perceptions regarding causes and solutions of listening comprehension difficulties encountered by EFL Sudanese university students.

The questionnaire consists of two parts, part one consists of fifteen statements, it is mainly designed to investigate the causes of the difficulties that face EFL Sudanese university students in listening comprehension from teachers' point of view.

Part two consists of ten statements with the aim to elicit some suitable solutions to listening comprehension problems that face EFL Sudanese university students.

The questionnaire was designed by the researcher based on her observations of the listening comprehension difficulties that face the subjects of the study and according to the review of literature which was included in the second chapter of this study.

3.5.5 The Validity of the Questionnaire:

The researcher consulted expert university teachers in the field of language teaching who have background in doing research in English language teaching to examine the content, the structure, the logical flow of the statements, the length and the order of the questionnaire, they accepted the items of the questionnaire in general but suggested some modifications, they suggested that the researcher should limit the number of the statements to 25 in order to achieve accurate results, the researcher then made some modifications according to their comments.

3.5.6 The Reliability of the Questionnaire:

Reliability means obtaining the same results if the same measurement is used more than one time under the same conditions.

Reliability is also defined as the degree of the accuracy of the data that the tool measures. Here are some of the most used methods for calculating the reliability:

- Alpha-Cronbach coefficient.

On the other hand, validity is also a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity of the questionnaire is calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed the questionnaire to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table :

Reliability Statistics

Cronbach's Alpha	No of Items
80	25

3.6 Techniques of Data Collection and Analysis:

As has been mentioned, the data of the study has been collected by using a diagnostic test and a questionnaire. The test was conducted on 10th .August.2018, the researcher has administered the test to (30) Alneelain University second year students, the test took place during their third semester in the Faculty of Arts, English Department, the researcher gave them oral instructions by herself then she distributed the test, the students listened to a recorded CD and were given sometimes to answer the questions and to check their work before the handled the test papers.

The test consists of two sections, in the first section of the test the students listened to a dialogue and answered five multiple choice questions, they were given a minute to read the questions before they started listening, then the researcher played the recorder, after they listened to the dialogue and answered the questions, the researcher gave them a minute to check their work before they moved to the second section.

In the second section , the students listened to a part of a lecture about a lecturer describing some things relating to an essay that he has asked his students to write , the students were given six multiple choice questions and six matching of sentence- construction questions, the students listened and answered the questions, the researcher then gave them five minutes at the end of the test to check their whole work , after that the researcher collected the test papers , the whole process took twenty five minutes to complete .The data obtained from the test was marked by the researcher and was analyzed by SPSS (Statistical Package of Social Sciences).

The second tool that has been used to collect data for this study is a structured questionnaire which the researcher administered on 15th .2.2019 to (30) expert EFL Sudanese university teachers, some of them were colleagues of the researcher who used to work as a part-time lecturer at Alneelain University, it took about a week to get all the copies of the questionnaire answered, then the data collected by the questionnaire was analyzed statistically by using SPSS.

3.7The Statistical Method:

The SPSS(Statistical Package for Social Sciences) was used to statistically process the data .The method used in the analysis of the data is the frequencies and percentages of the respondents answers , in addition to the arithmetic mean and standard deviation of the weight of the respondents answers , Chi-square was used to test the hypotheses of the study.

Chapter Summary:

Chapter three shows how the researcher collected data about listening comprehension difficulties among EFL Sudanese university students.

The population, the sample, the methodology, instrumentation, validity and reliability of the tools used to collect data for the study and the techniques used for data collection and analysis were explained in this chapter.

Chapter Four

Data Analysis, Results and Discussion

4.1 Introduction

This chapter presents the analysis, evaluation, and interpretation of the data collected through the diagnostic test and the questionnaire, the first part of it is devoted to the diagnostic test while the second part is devoted to the questionnaire. The statistical part of the analysis of the data of the study is done by (SPSS) program where frequencies and percentages are presented.

4.2 The Test Responses and Analysis:

The test consists of two parts, part one has five questions while part two consists of twelve questions to test listening comprehension.

The responses to the listening diagnostic test of the (30) Alneelain University second students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each section of the test is analyzed statistically, discussed and followed by a table to support the discussion.

Hypothesis One:

EFL Sudanese university students face some difficulties with listening comprehension.

The diagnostic listening test:
Section One:

Listen to the following conversation and choose the best answer:

Table (4.1) shows the Frequency and Percentage of Distribution of the students' answers to section (1)

Variables	Frequency	Percentage
Pass	6	17%
Fail	24	83%
Total	30	100

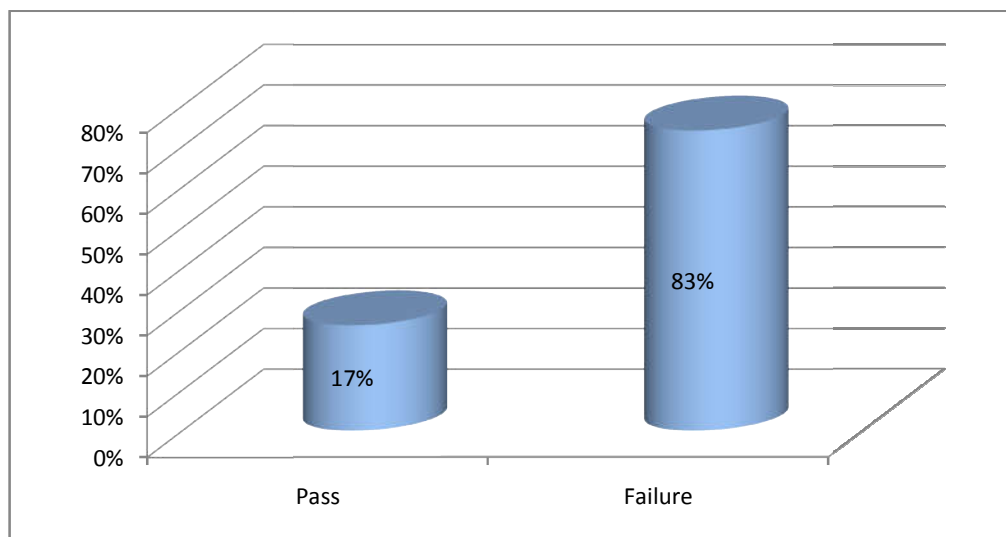


Figure (4.1)

The above table and figure illustrate the percentage and frequency of the answers of the sample of the study with regard to section (1) and show that most of the sample of the study failed to answer the questions of section (1) as it represented by (83%).

The diagnostic listening test:
Section Two:

Listen to a university teacher giving instructions for an assignment and answer the following questions:

Table (4.2) shows the Frequency and Percentage of Distribution to the answers of the respondents of the study to section (2).

Variables	Frequency	Percentage
Pass	7	23%
Fail	23	77%
Total	50	100

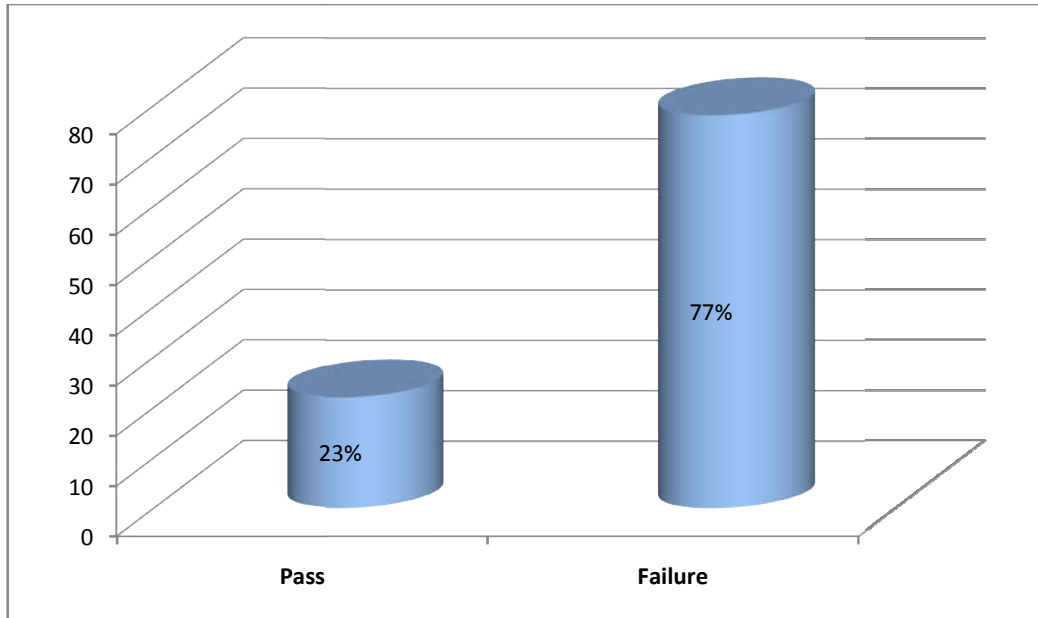


Figure (4.2)

The above table and figure show the percentage and frequency of the answers of the sample of the study related to section (2). It is clear that most of the answers of the students were incorrect as it is represented by (77%).

The overall listening test:

Table No (4.3) shows the Frequency Distribution of the respondents' answers to the overall listening test:

Answers	Frequencies	Percentage
Pass	9	30
Fail	21	70
Total	30	100

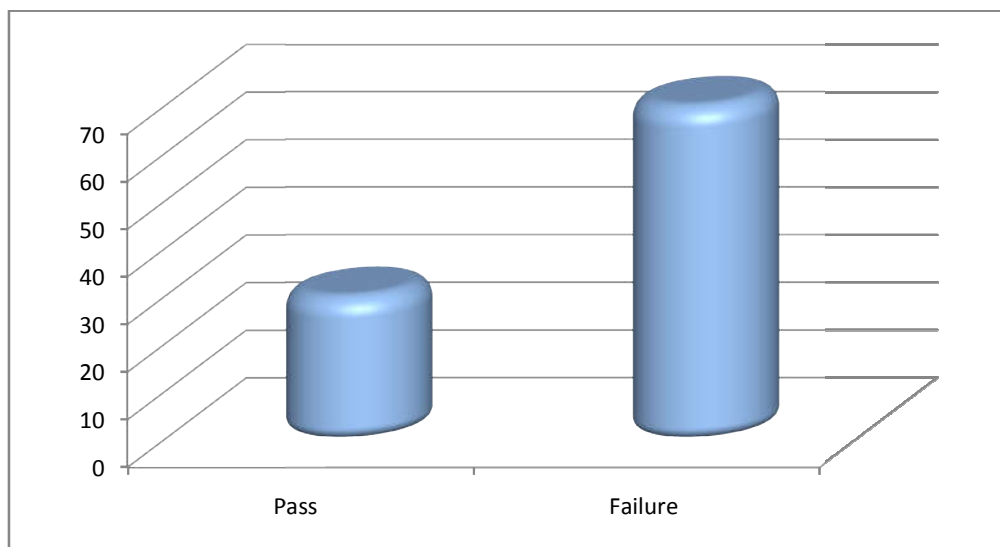


Figure (4.3)

As can be seen from the above table and figure only (9) (30%) of the students in the sample of the study were able to pass the overall diagnostic listening test; while there are (21) (70%) of students failed the overall listening test.

Table No (4.4) the Frequency Distribution and Decisions for the respondents' answers of the two sections of the diagnostic listening test:

Sections	Pass		Fail		Decision
	Frequency	Percentage	Frequency	Percentage	
Section 1	6	17	25	83	acceptable
Section 2	7	23	23	77	acceptable
overall	9	30	21	70	acceptable

According to the results above, it can be said that the majority of the students were unable to pass the diagnostic listening test, so we can say that the first hypothesis of the study is confirmed.

Table (4.5) one sample T-TEST for the diagnostic listening test

Sections	N	SD	T-value	DF	P-value
1	30	7.2	11	29	0.00
2	30	9.81	17	29	0.00
Overall	30	8.03	15	29	0.00

The calculated value of T -TEST for the significance of the differences for the respondents' answers in section (1) was (11) which is greater than the tabulated value of T-TEST at the degree of freedom (29) and the significant value level (0.05%) which was (6.54). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents.

The calculated value of T -TEST for the significance of the differences for the respondents' answers in section (2) was (17) which is greater than the tabulated value of T-TEST at the degree of freedom (29) and the significant value level (0.05%) which was (6.54). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents.

The calculated value of T-TEST for the significance of the differences for the respondents' answers in the overall test was (13) which is greater than the tabulated value of T-TEST at the degree of freedom (29) and the significant value level (0.05%) which was (6.54). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. This asserts that the first hypothesis of this study is verified.

From the findings of the diagnostic listening test, it is clear that EFL learners encounter some serious listening comprehension problems for as Ja'fr (2013) pointed out that listening comprehension problems are attributed to many factors such as English accents, colloquial expressions, native speakers' pronunciation, insufficient listening time, fast speech

rate, features of connected speech, limited knowledge of vocabulary and lack of knowledge about sentence structure.

The results also coincide with Underwood (1989) who argued that listening comprehension hindrance occur because of many reasons; listeners cannot control how quickly a speaker speaks, it is hard for the teacher to judge whether or not the students have understood any particular section of what they have heard, learners often have limited vocabulary knowledge , listeners may not be able to notice signals of speech such as repetitions, false starts, self -correction, elaboration and fillers especially in informal situations , listeners may lack contextual knowledge about the target language and some learners may seem to develop learning habits as when students wish to understand every single word.

Moreover, they agreed with Teng (2002) who remarked that the main problems of listening comprehension come from the students' proficiency level; lower- level students tend to have more listening comprehension problems besides speech clarity and listening concentration.

Furthermore, Rubin (1994) stated five main factors to be responsible from listening comprehension problems; they are characteristics of the text, interlocutor characteristics, task characteristics, listeners' characteristics and process characteristics.

They also conform to Lynch's study (2003) which showed that lack of background knowledge cause great difficulties in listening comprehension as language is used to convey beliefs, facts, opinions, cultures and rules. Yen (1978) asserted that L2 listening comprehension is affected by sound discrimination, sound stream divisions, stress, intonation, vocabulary and syntax.

The results also support the findings of Anderson and Lynch (2003) who claimed that listening comprehension difficulties occur because of the following reasons:

- The listener may not hear adequately what has been said.
- Speech may contain words or phrases that the listener can hear adequately but unable to understand because of syntactical or semantic problems.

- The listener may perfectly hear and understand the speaker but have switched off consciously or unconsciously.
- The listener attends to the message fully and tries to construct a coherent interpretation from it.

4.3 The Questionnaire:

The questionnaire also consists of two parts, part one contains fifteen statements to investigate the causes of the difficulties that Sudanese university EFL learners face in listening comprehension, the second part consists of ten statements which elicit some of the solutions to the listening comprehension difficulties that the subjects of the study face. The questionnaire was given to (30) respondents who represent the teachers' community at Sudanese universities.

4.4 The Responses to the Questionnaire

The responses to the questionnaire of the (30) teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

4.5 Analysis of the Questionnaire:

The researcher distributed the questionnaire on the determined study sample (30) EFL Sudanese university teachers, and constructed the required tables for the collected data. This step consists of transformation of the qualitative (nominal) variables (strongly agree, agree, not sure, disagree, and strongly disagree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

Hypothesis Two:

Listening comprehension difficulties are attributed to many factors.

Statement No. (1)

Universities do not pay much attention to teaching listening comprehension.

Table No (4.6)

The frequency distribution for the respondents' answers of statement No. (1)

Variables	Frequency	%Percent
strongly agree	3	13.3
agree	14	46.7
neutral	3	10
disagree	7	20
strongly disagree	3	10
Total	30	100.0

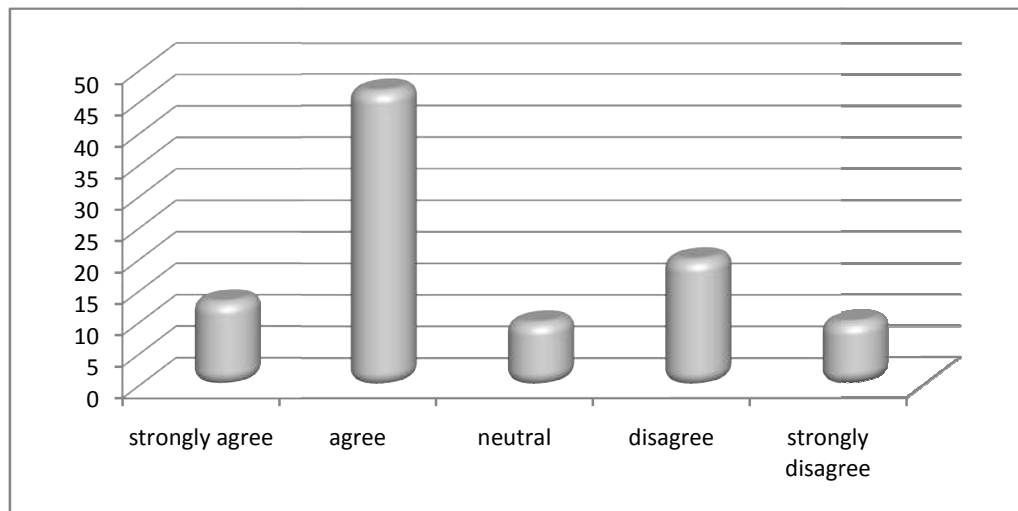


Figure (4.4)

It is clear from the above table and figure that there are only (3) teachers in the sample of the study with percentage (13.3%) who strongly agreed with "Universities do not pay much attention to teaching listening comprehension".

There are (14) persons with percentage (46.7%) agreed with that, (3) persons with percentage (10.0%) were not sure, (7) persons with percentage (20.0%) disagreed and (3) persons with (10%) strongly disagreed.

Statement No (2)

Teachers do not use suitable listening materials and tasks that suit the level of the students.

Table No (4.7)

The frequency distribution for the respondents' answers of statement No. (2)

Variables	Frequency	%Percent
strongly agree	13	34.4
agree	10	33.3
neutral	3	10
disagree	3	10
strongly disagree	1	3.3
Total	30	100.0

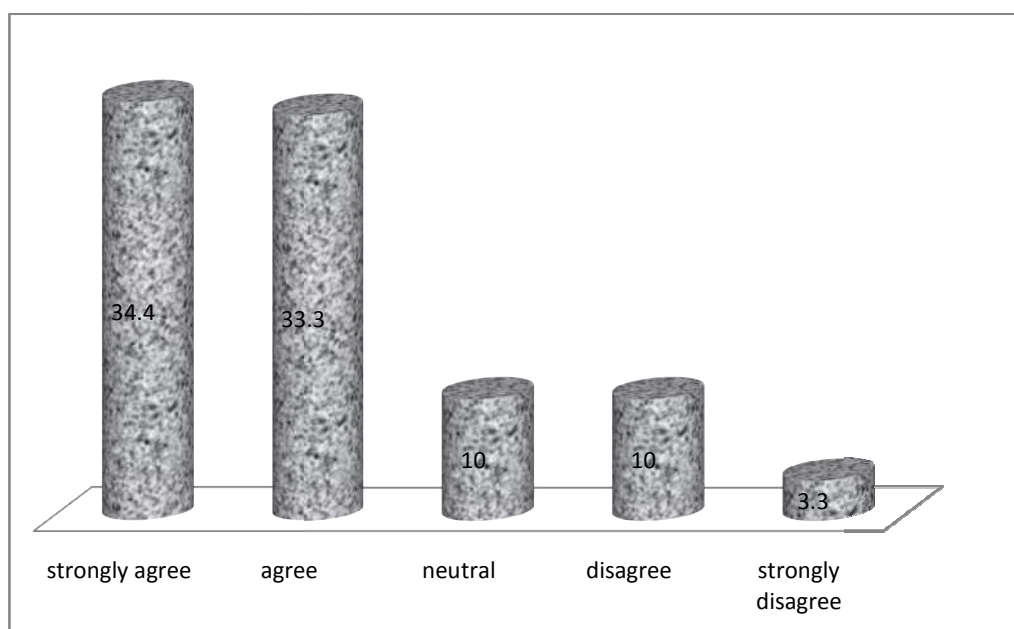


Figure (4.5)

It is clear from the above table and figure that there are (13) persons in the sample of the study with percentage (34.4%) strongly agreed with "Teachers do not use suitable listening materials and tasks that suit the level of the students." There are (10) persons with percentage (33.3%) agreed, (3) persons with percentage (10.0%) were not sure, (3) persons with percentage (10.0%) disagreed and (1) person with the percentage (3.3%) disagreed.

Statement No. (3)

Most of the time teachers test listening rather than teach it and neglect listening strategies.

Table No (4.8) the frequency distribution for the respondents' answers to statement No.(3)

Variables	Frequency	%Percent
strongly agree	18	60
agree	10	33.4
neutral	1	3.3
disagree	1	3.3
strongly disagree	0	0
Total	30	100.0

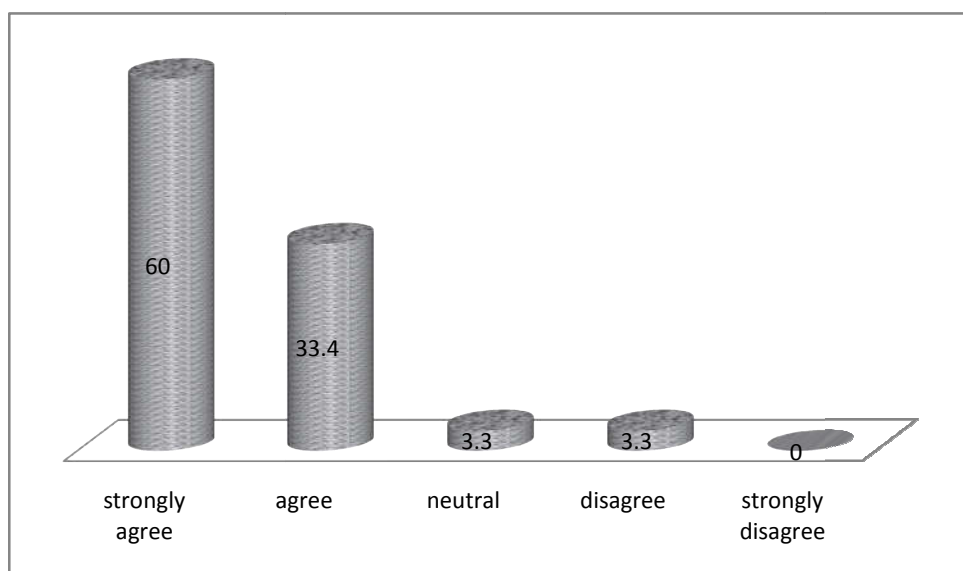


Figure (4.6)

It is clear from the above table and figure that there are (18) persons in the sample of the study with percentage (60.0%) strongly agreed with "Most of the time teachers test listening rather than teach it and neglect listening strategies". There are (10) persons with percentage (33.3%) agreed, (1) person with percentage (3.3%) was not sure, (1) person with percentage (3.3%) disagreed and (0) person with (0%) strongly disagreed.

Statement No.(4)

Many listening textbooks contain artificial dialogues which have absolutely no resemblance to real speeches.

Table No (4.9) the frequency distribution for the respondents' answers to statement No.(4)

Variables	Frequency	%Percent
strongly agree	17	53.3
agree	11	36.7
neutral	2	6.7
disagree	1	3.3
strongly disagree	0	0
Total	30	100.0

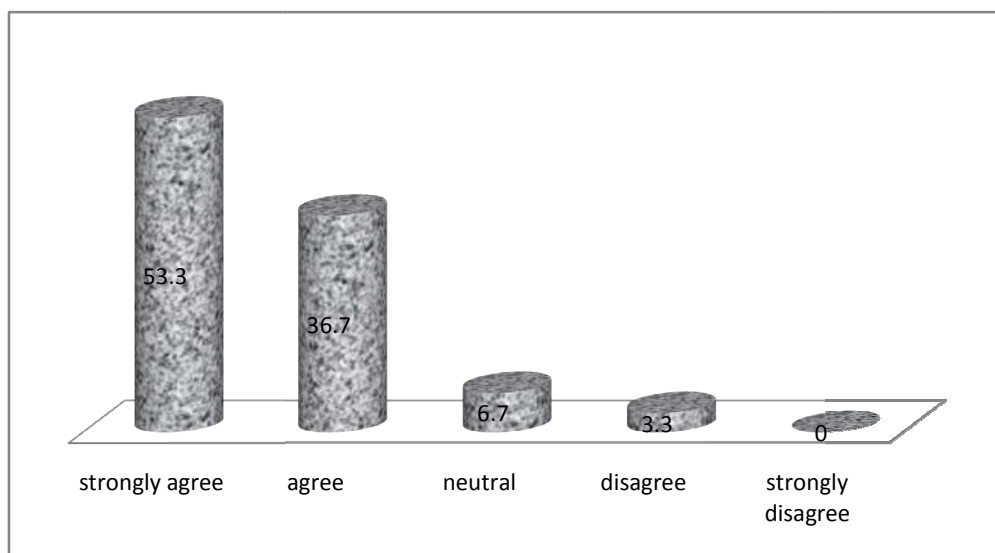


Figure (4.7)

It is clear from the above table and figure that there are (17) persons in the sample of the study with percentage (53.3%) strongly agreed with

"Many listening textbooks contain artificial dialogues which have absolutely no resemblance to real speeches". There are (11) persons with percentage (36.7%) agreed, (2) persons with percentage (6.7%) were not sure, (1) person with percentage (3.3%) disagreed and (0) person with (0%) strongly disagreed.

Statement No. (5)

Teachers do not usually train students to listen to the speech of native speakers of English.

Table No (4.10) the frequency distribution for the respondents' answers of statement No. (5)

Variables	Frequency	%Percent
strongly agree	15	50
agree	13	43.4
neutral	1	3.3
disagree	1	3.3
strongly disagree	0	0
Total	30	100.0

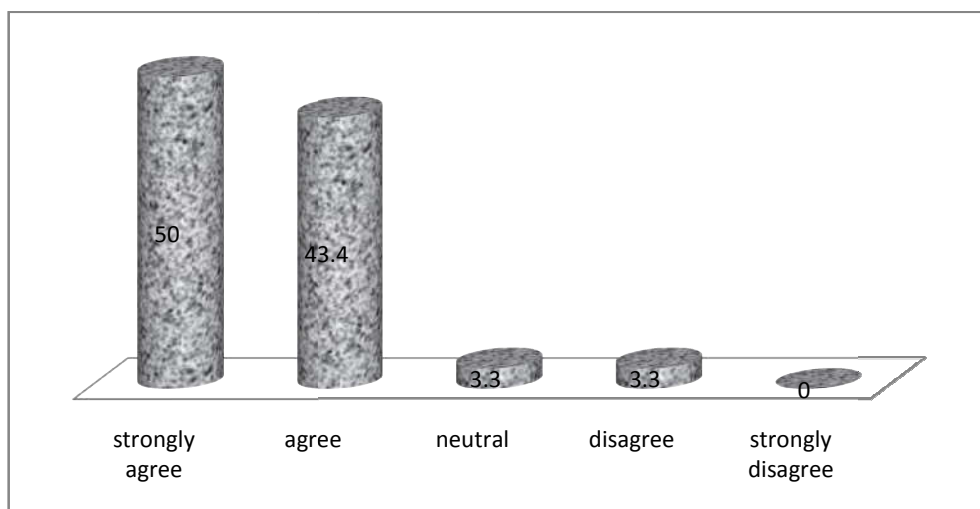


Figure (4.8)

It is clear from the above table and figure that there are (15) persons in the sample of the study with percentage (50.0%) strongly agreed with "Teachers do not usually train students to listen to the speech of native

speakers of English.". There are (13) persons with percentage (43.4%) agreed, (1) person with percentage (3.3%) were not sure (1) person with percentage (3.3%) disagreed and (0) person with (0%) strongly disagreed.

Statement No (6): Poor qualities of recorded materials cause some listening comprehension difficulties.

Table No (4.11) the frequency distribution for the respondents' answers of statement No. (6)

Variables	Frequency	%Percent
strongly agree	10	3.3
agree	12	40.0
neutral	4	13.3
disagree	3	10.0
strongly disagree	1	3.3
Total	30	100.0

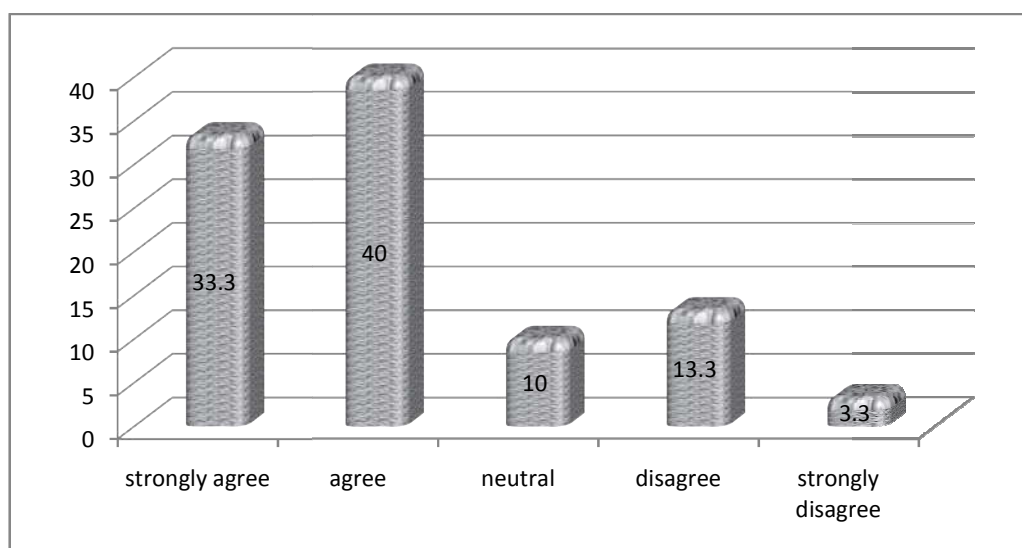


Figure (4.9)

From the above table and figure we can see that there are (10) persons in the sample of the study with percentage (33.3%) strongly agreed with "Poor qualities of recorded materials cause some listening comprehension

difficulties". There are (12) persons with percentage (40.0%) agreed, (4) persons with percentage (10.0%) were not sure, (3) persons with percentage (13.3%) disagreed and (1) person with (3.3%) strongly disagreed.

Statement No (7)

Limited, unfamiliar vocabulary cause great listening comprehension difficulties.

Table No (4.12)

The frequency distribution for the respondents' answers of statement No.(7)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	12	40.0	40.0	73.3
neutral	3	10.0	10.0	83.3
disagree	4	13.3	13.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

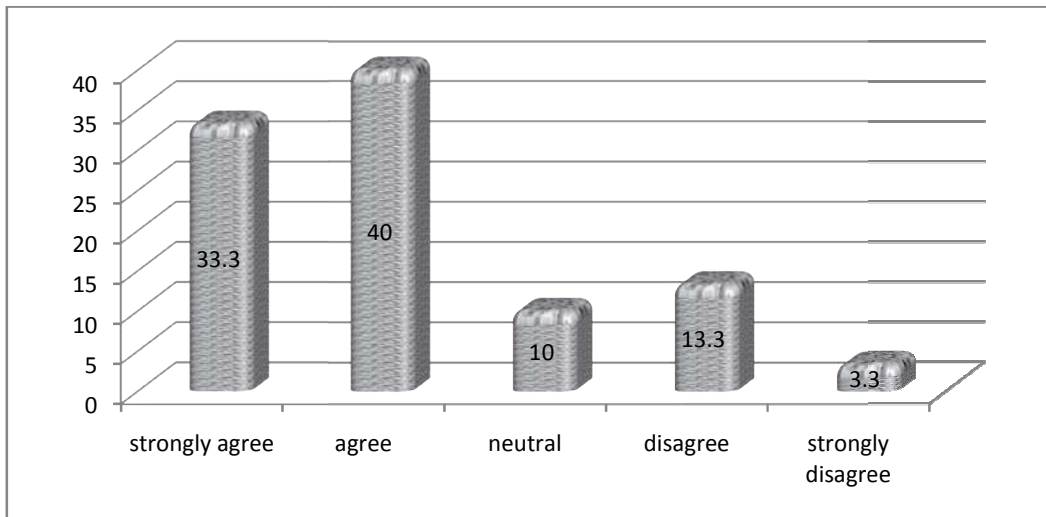


Figure (4.10)

From the above table and figure, we can see that there are (10) persons in the sample of the study with percentage (33.3%) strongly agreed with "Limited, unfamiliar vocabulary cause great listening comprehension difficulties." There are (12) persons with percentage (40.0%) agreed, (3) persons with percentage (10.0%) were not sure, (4) persons with percentage (13.3%) disagreed and (1) person with (3.3%) strongly disagreed.

Statement No (8) In teaching listening comprehension it is essential for the teacher to be well-prepared. (To be aware of what can cause difficulties for the students and what might be the causes and be ready to overcome them).

Table No (4.13) The frequency distribution for the respondents' answers of statement No.(8)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	6	20.0	20.0	20.0
agree	12	40.0	40.0	60.0
neutral	3	10.0	10.0	70.0

disagree	8	26.7	26.7	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

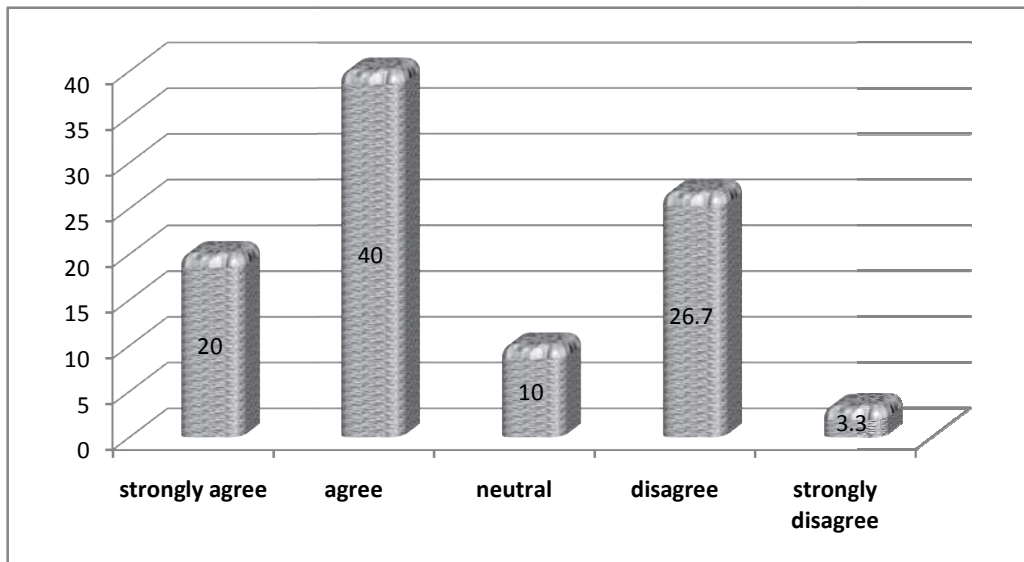


Figure (4.11)

From the above table and figure, we can see that there are (6) persons in the sample of the study with percentage (20.0%) strongly agreed with "In teaching listening comprehension it is essential for the teacher to be well-prepared. (To be aware of what can cause difficulties for the students and what might be the causes and be ready to overcome them)." There are (12) persons with percentage (40.0%) agreed, (3) persons with percentage (10.0%) were not sure, (8) persons with percentage (26.7%) disagreed. and (1) person with (3.3%) strongly disagreed

Statement No (9)

Teachers should motivate students and help them to interact with the listening task and provide feedback immediately.

Table No (4.14) the frequency distribution for the respondents' answers of statement No.(9)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	8	26.7	26.7	60.0
neutral	3	10.0	10.0	70.0
disagree	8	26.7	26.7	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

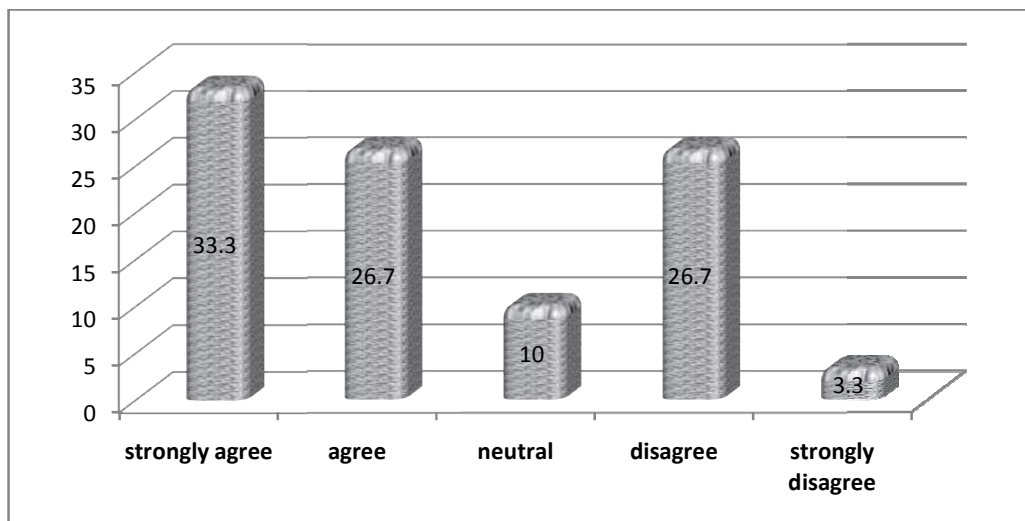


Figure (4.12)

From the above table and figure we can see that there are (10) persons in the sample of the study with percentage (33.3%) strongly agreed with "Teachers should motivate students and help them to interact with the listening task and provide feedback immediately". There are (8) persons with percentage (26.7%) agreed, (3) persons with percentage (10.0%)

were not sure, (8) persons with percentage (26.7%) disagreed and (1) person with the percentage (3.3%) strongly disagreed.

Statement No (10)

Attitudes of the speakers, learners' beliefs, listening stimuli, lack of exposure to the target language, syntax, lexis, phonological and grammatical rules are some of the factors that affect listening comprehension.

Table No (4.15) the frequency distribution for the respondents' answers of statement No.(10)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	16	53.3	53.3	86.7
Neutral	3	10.0	10.0	96.7
disagree	0	0	0	0
strongly disagree	1	3.4	3.3	100.0
Total	30	100.0	100.0	

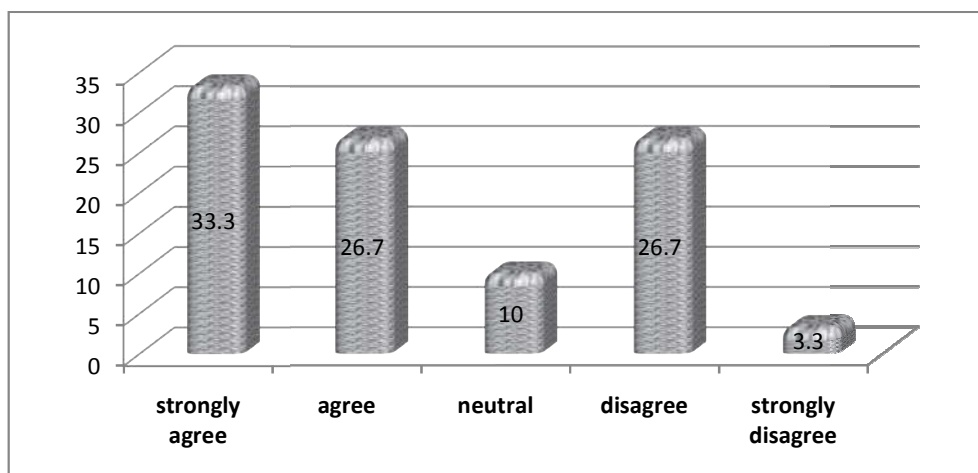


Figure (4.13)

From the above table and figure we can see that there are (10) persons in the sample of the study with percentage (33.3%) strongly agreed with that "Attitudes of the speakers, learners' beliefs, listening stimuli, lack of exposure to the target language, syntax, lexis, phonological and grammatical rules are some of the factors that affect listening comprehension." There are (16) persons with percentage (53.3%) agreed, (3) persons with percentage (10.0%) were not sure, (0) person with percentage (0.0%) disagreed and (1) person with (3.3%) strongly disagreed.

Statement No (11)

Spontaneous, colloquial speech which contains repetitions, false starts, self-correction, elaboration, omission of some words, tautologies and fillers make it more difficult for the students to understand the listening text.

Table No (4.16) The frequency distribution for the respondents' answers of statement No.(11)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	6	20.0	20.0	20.0
agree	15	50.0	50.0	70.0
neutral	3	10.0	10.0	80.0
disagree	4	13.3	13.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

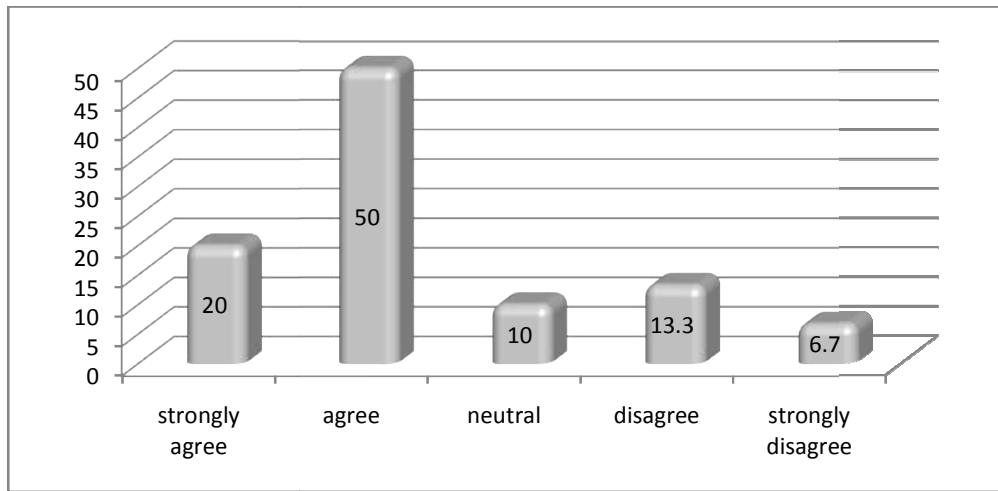


Figure (4.14)

From the above table and figure we can see that there are (6) persons in the sample of the study with percentage (20.0%) strongly agreed with "Spontaneous, colloquial speech which contains repetitions, false starts, self-correction, elaboration, omission of some words, tautologies and fillers make it more difficult for the students to understand the listening text." There are (15) persons with percentage (50.0%) agreed, (3) persons with percentage (10.0%) were not sure, (4) persons with percentage (13.3%) disagreed and (2) persons with (6.7%) strongly disagreed.

Statement No (12)

Psychological and physical features pose some listening comprehension difficulties.

Table No (4.17) The frequency distribution for the respondents' answers of statement No.(12)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	8	26.7	26.7	26.7
agree	8	26.7	26.7	53.3

neutral	3	10.0	10.0	63.3
disagree	8	26.7	26.7	90.0
strongly disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

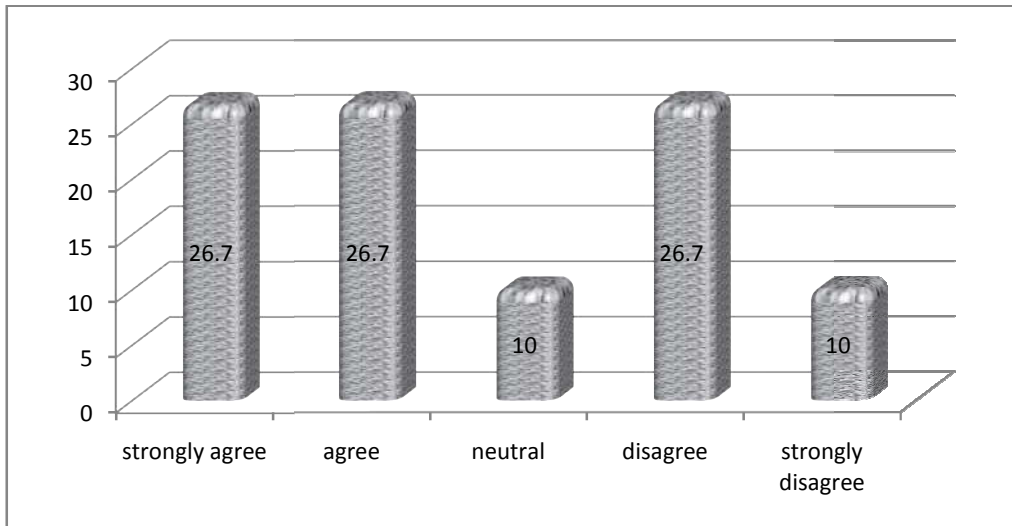


Figure (4.15)

From the above table and figure we can see that there are (8) persons in the sample of the study with percentage (26.7%) strongly agreed with "Psychological and physical features pose some listening comprehension difficulties." There are (8) persons with percentage (26.7%) agreed, (3) persons with percentage (10.0%) were not sure, (8) persons with percentage (26.7%) disagreed and (3) persons with (10.0%) strongly disagreed.

Statement No.(14)

Students find it difficult to understand salient features of spoken discourse such as clarity, intonation, pitch, pauses, stress and pronunciation.

Table No (4.18) The frequency distribution for the respondents' answers of statement No.(14)

Variables	Frequency	%Percent
strongly agree	3	13.3
agree	14	46.7
neutral	3	10
disagree	7	20
strongly disagree	3	10
Total	30	100.0

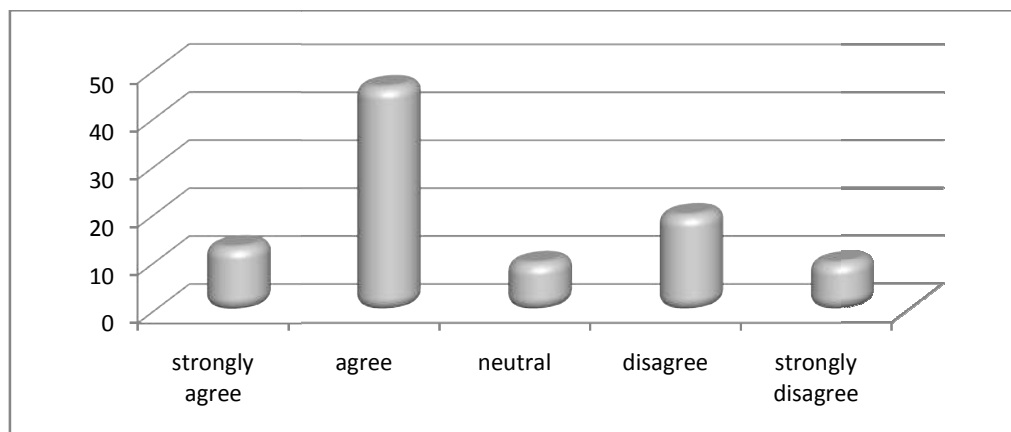


Figure (4.16)

It is clear from the above table and figure that there are (3) persons in the sample of the study with percentage (13.3%) strongly agreed with that "Students find it difficult to understand salient features of spoken discourse such as clarity, intonation, pitch, pauses, stress and pronunciation." There are (14) persons with percentage (46.7%) agreed with that, (3) persons with percentage (10.0%) were not sure, (7) persons with percentage (20.0%) disagreed and (3) persons with (10%) strongly disagreed.

Statement No.(15)

Teaching listening comprehension in small classes can be rewarding for both teachers and students.

Table No (4.19) The frequency distribution for the respondents' answers of statement No.(15)

Variables	Frequency	%Percent
strongly agree	13	34.4
agree	10	33.3
neutral	3	10
disagree	3	10
strongly disagree	1	3.3
Total	30	100.0

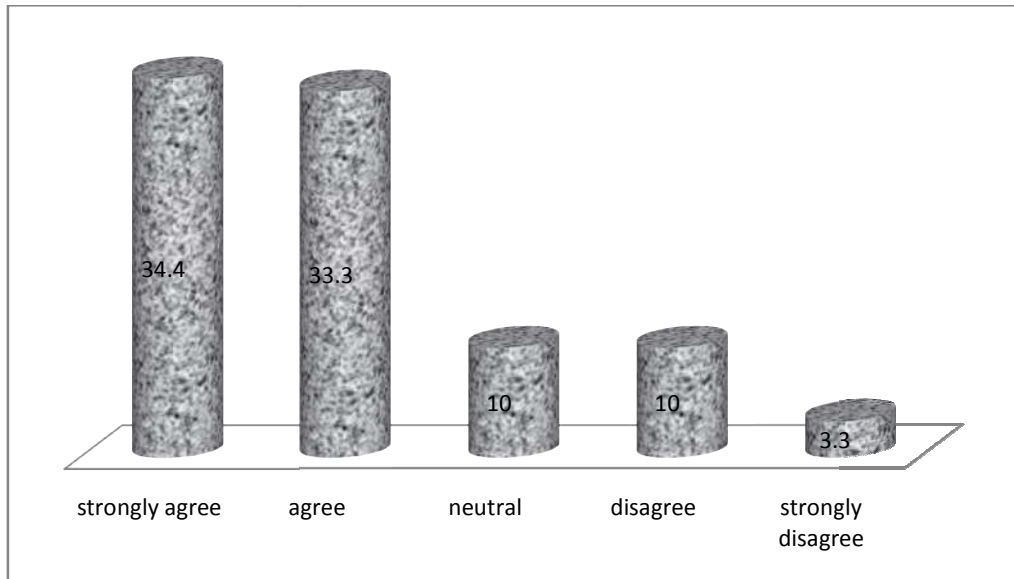


Figure (4.17)

It is clear from the above table and figure that there are (13) persons in the sample of the study with percentage (34.4%) strongly agreed with that "Teaching listening comprehension in small classes can be rewarding for both teachers and students." There are (10) persons with percentage (33.3%) agreed, (3) persons with percentage (10.0%) were not sure, (3) persons with percentage (10.0%) disagreed and (1) person with (3.3%) strongly disagreed.

Table (4.20)

The mean and standard deviation and chi-square values for Hypothesis (2) : Listening Comprehension Difficulties are attributed to many factors:

Nom.	Statement	mean	SD	Chi square	p-value
1	Universities do not pay much attention to teaching listening comprehension.	3.6	.80	29	0.023
2	Teachers do not use suitable listening materials and tasks that suit the level of the students.	2.4	.50	28	0.010
3	Most of the time teachers test listening rather than teach it and neglect listening strategies.	3.3	.70	23	0.006
4	Many listening textbooks contain artificial dialogues which have absolutely no resemblance to real speeches.	2.5	3.8	15	0.046
5	Teachers do not usually train students to listen to the speech of native speakers of English.	3.4	2.5	22	0.000
6	Poor qualities of recorded materials cause some listening comprehension difficulties.	2.8	1.7	12	0.000
7	Limited, unfamiliar vocabulary cause great listening comprehension difficulties.	2.9	4.8	34	0.000
8	In teaching listening comprehension it is essential for the teacher to be well-prepared. (To be aware of what can cause difficulties for the students and what might be the causes and be ready to overcome them).	2.7	.50	22	0.000
9	Teachers should motivate students and help them to interact with the listening task and provide feedback immediately.	2.9	.70	32	0.023

10	Attitudes of the speakers, learners' beliefs, listening stimuli, lack of exposure to the target language, syntax, lexis , phonological and grammatical rules are some of the factors that affect listening comprehension.	2.6	.50	22	0.036
11	Spontaneous, colloquial speech which contains repetitions, false starts, self-correction, elaboration, omission of some words, tautologies and fillers make it more difficult for the students to understand the listening text.	3.6	.80	22	0.023
12	Psychological and physical features pose some listening comprehension difficulties.	3.4	.50	28	0.010
13	Lack of socio-cultural , factual and contextual knowledge of the target language cause some difficulties in listening comprehension.	3.6	.80	29	0.023
14	Students find it difficult to understand salient features of spoken discourse such as clarity, intonation, pitch, pauses, stress and pronunciation.	2.4	.50	28	0.010
15	Teaching listening comprehension in small classes can be rewarding for both teachers and students.	3.3	.70	23	0.006

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No.(1) was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Universities do not pay much attention to teaching listening comprehension".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (2) was (28) which is

greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Teachers do not use suitable listening materials and tasks that suit the level of the students".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (3) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Most of the time teachers test listening rather than teach it and neglect listening strategies".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (4) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Many listening textbooks contain artificial dialogues which have absolutely no resemblance to real speeches".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (5) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Teachers do not usually train students to listen to the speech of native speakers of English".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (6) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the

answers of the respondents, which support the respondent who agreed with the statement "Poor qualities of recorded materials cause some listening comprehension difficulties".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (7) was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Limited, unfamiliar vocabulary cause great listening comprehension difficulties".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (8) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "In teaching listening comprehension it is essential for the teacher to be well-prepared" (To be aware of what can cause difficulties for the students and what might be the causes and be ready to overcome them).

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (9) was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement " Teachers should motivate students and help them to interact with the listening task and provide feedback immediately".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (10) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed

with the statement "Attitudes of the speakers, learners' beliefs, listening stimuli, lack of exposure to the target language, syntax, lexis , phonological and grammatical rules are some of the factors that affect listening".

The calculated value of chi-square for the significance of the differences for the respondents' answers statement No (11) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Spontaneous, colloquial speech which contains repetitions, false starts, self-correction, elaboration, omission of some words, tautologies and fillers make it more difficult for the students to understand the listening text".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (12) was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Psychological and physical features pose some listening comprehension difficulties".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (13) was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Lack of socio-cultural, factual and contextual knowledge of the target language cause some difficulties in listening comprehension".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (14) was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that,

there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Students find it difficult to understand salient features of spoken discourse such as clarity, intonation, pitch, pauses, stress and pronunciation".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (15) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Students find it difficult to understand salient features of spoken discourse such as clarity, intonation, pitch, pauses, stress and pronunciation".

The above findings of the first part of the questionnaire revealed some of the causes of listening comprehension difficulties among EFL Sudanese students that coincide with the following findings of different studies:

For as Morley (2001) found out that listening is a skill that is neglected in the curriculum at many schools and universities because teachers and students are more interested in speaking skills.

They also agreed with Richard (1983) who asserted that "In teaching listening comprehension we should look at the types of materials we use to teach, unfortunately many textbooks contain stilted, artificial dialogues which have absolutely no resemblance to real speeches".

Furthermore, Mezrigui (2012) pointed out that in teaching listening comprehension, the teacher's aim should be to teach rather than to test the students' ability of listening comprehension. In other words, listening activities ought not to be dealt with as being tests to be marked as many students feel apprehensive during exams, he also stated that the teacher needs to present the students with different types of tasks and provides them with listening techniques and strategies.

The results also coincide with Underwood (1989) who argued that among the factors that affect EFL listening comprehension is that learners have

limited knowledge of vocabulary and they lack contextual knowledge of English.

According to Yen (1987) L2 listening comprehension is affected by sound discrimination, sound stream divisions, stress, intonation, vocabulary and syntax.

Furthermore, Hassan (2000) declared that when there is distraction or when the students are not interested in the topic of listening, they do not concentrate.

Moreover, Morley and Lawrence (1971) reported that listening comprehension lessons should be well-prepared by the teacher according to their difficulties from simple to complex, he also pointed out that teachers must also motivate the students and help them to interact with listening tasks.

Furthermore, Yagang (1994) remarked that difficulties in listening comprehension may also be attributed to features of spoken language such as complex phonological rules that usually occur in fast speech in addition to some function words which two have two different pronunciations.

Ahmed (2011) argued that teaching listening in large classes has negative effect in the students' achievements and not helpful in teaching EFL listening comprehension.

Go (2000) declared that it is essential to teach listening strategies to students but before doing that, teachers should make sure that their students have sufficient knowledge of vocabulary, grammar and phonology.

They also conform to Lynch's study (2003) which showed that lack of cultural and background knowledge can cause great difficulty in listening comprehension, he also argued that psychological and physical features can also affect listening comprehension.

Hypothesis Three

Teachers can help students to overcome listening comprehension difficulties by raising their awareness about the importance of listening

for learning in general and providing them with listening techniques and strategies to improve their listening comprehension skills.

Statement No.(1)

I try to familiarize my students with the rules of pronunciation in order to help them hear different forms of rapid speech, different accents, and I encourage them to imitate native speakers' pronunciation.

Table No (4.21) The Frequency Distribution for the Respondents' Answers of statement No.(1)

Variables	Frequency	%Percent
Always	7	23.3
often	16	53.3
Sometimes	1	3.3
Seldom	4	13.3
Never	2	6.7
Total	30	100.0

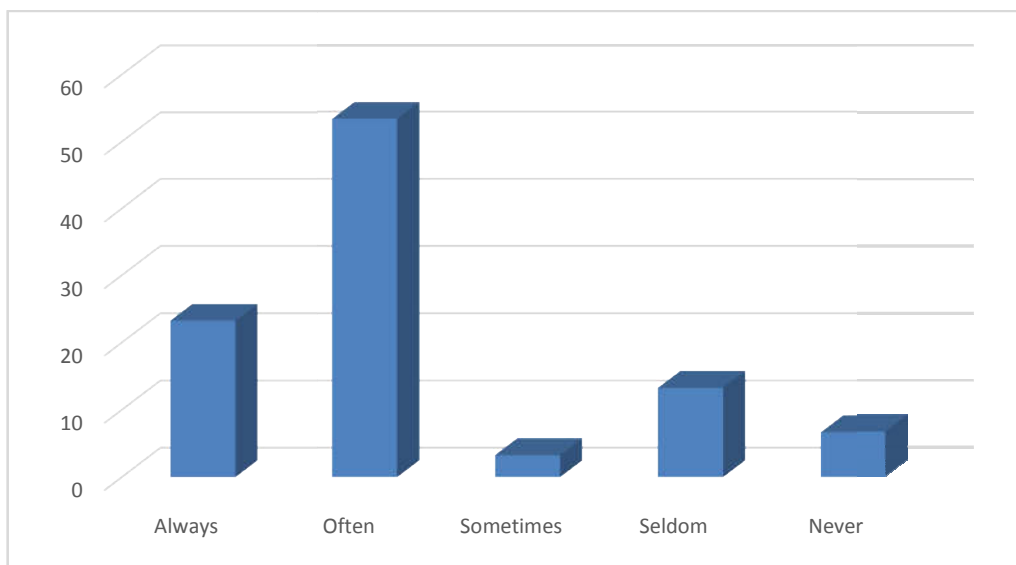


Figure (4.18)

From the above table and figure. It is clear that there are (7) persons in the sample of the study with percentage (23.3%) answered always with "I try to familiarize my students with the rules of pronunciation in order to help them hear different forms of rapid speech, different accents, and I

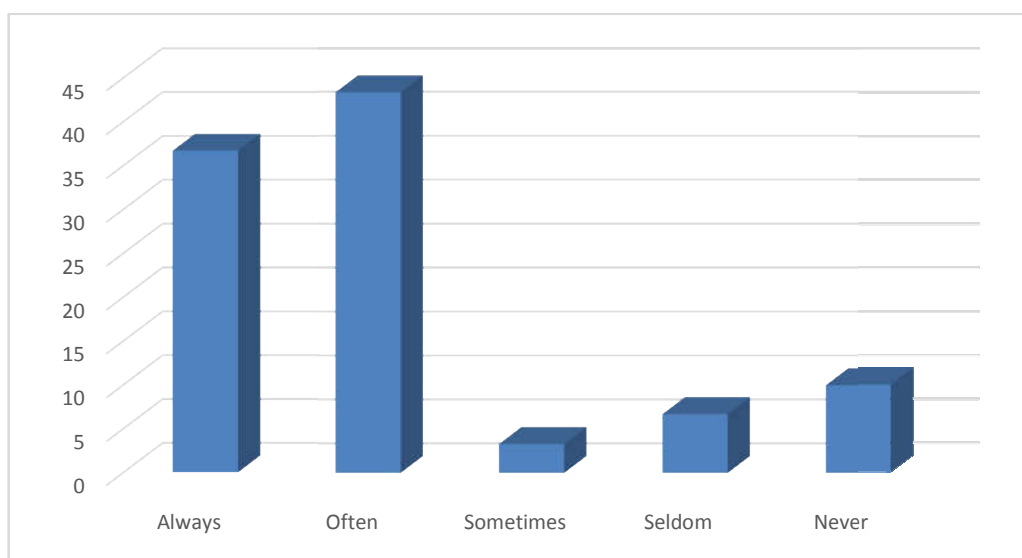
encourage them to imitate native speakers' pronunciation. ." There are (16) persons with percentage (53.3%) answered Often, (1) person with percentage (3.3%) answered Sometimes, (4) persons with percentage (13.3%) answered Seldom and (2) persons with percentage (6.7%) answered Never.

Statement No.(2)

I design listening tasks that arise students' interest and help them learn listening skills and strategies and I avoid tasks that require memorization rather than understanding.

Table No (4.22) The Frequency Distribution for the Respondents' Answers of statement No.(2)

Variables	Frequency	%Percent
Always	11	36.7
often	13	43.3
Sometimes	1	3.3
Seldom	2	6.7
Never	3	10.0
Total	30	100.0



From the above table and figure. It is clear that there are (11) persons in the sample of the study with percentage (36.7%) answered always with "I

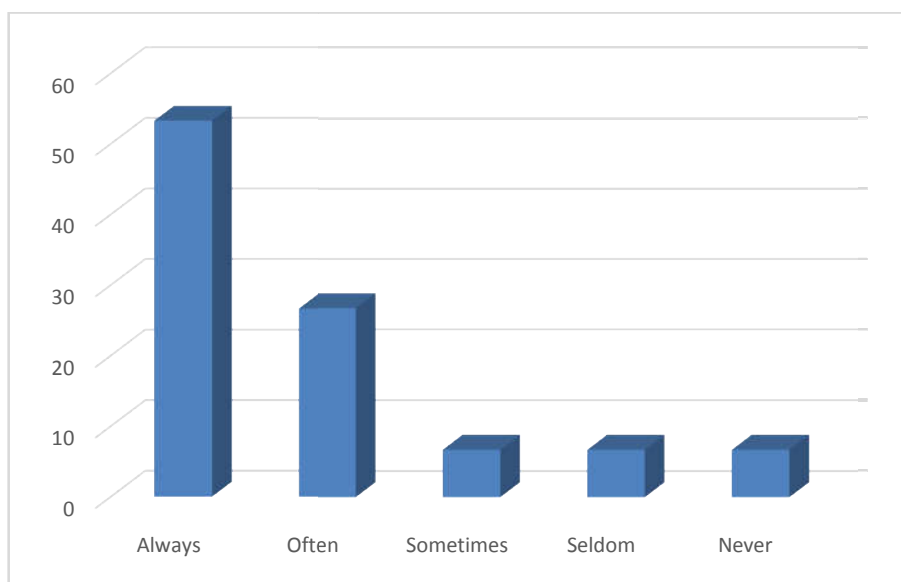
design listening tasks that arise students' interest and help them learn listening skills and strategies and I avoid tasks that require memorization rather than understanding. " There are (13) persons with percentage (43.3%) answered Often , (1) person with percentage (3.3%) answered Sometimes , (2) persons with percentage (6.7%) answered Seldom and (3) persons with percentage (10.0%) answered Never.

Statement No.(3)

I pre-teach new vocabulary, grammatical items and provide my students with background knowledge, socio-cultural knowledge and linguistic knowledge before listening to the text.

Table No (4.23) The Frequency Distribution for the Respondents' Answers of statement No.(3)

Variables	Frequency	%Percent
Always	16	53.3
often	8	26.7
Sometimes	2	6.7
Seldom	2	6.7
Never	2	6.7
Total	30	100.0



Figure(4.20)

From the above table and figure. It is clear that there are **(16)** persons in the sample of the study with percentage (53.3%) answered always "I pre-teach new vocabulary, grammatical items and provide my students with background knowledge, socio-cultural knowledge and linguistic knowledge before listening to the text". There are **(8)** persons with percentage (26.7%) answered Often, **(2)** persons with percentage (6.7%) answered Sometimes, **(2)** persons with percentage (6.7%) answered Seldom and **(2)** persons with (6.7%) answered Never.

Statement No.(4)I use audio-visual aids with high qualities rather than tapes to teach listening comprehension because I believe that body language and facial expressions make it easier for the students to understand the speaker's intended meaning.

Table No (4.24) The Frequency Distribution for the Respondents' Answers of statement No.(4)

Variables	Frequency	%Percent
Always	11	36.7
often	13	43.3
Sometimes	1	3.3
Seldom	2	6.7
Never	3	10.0
Total	30	100.0

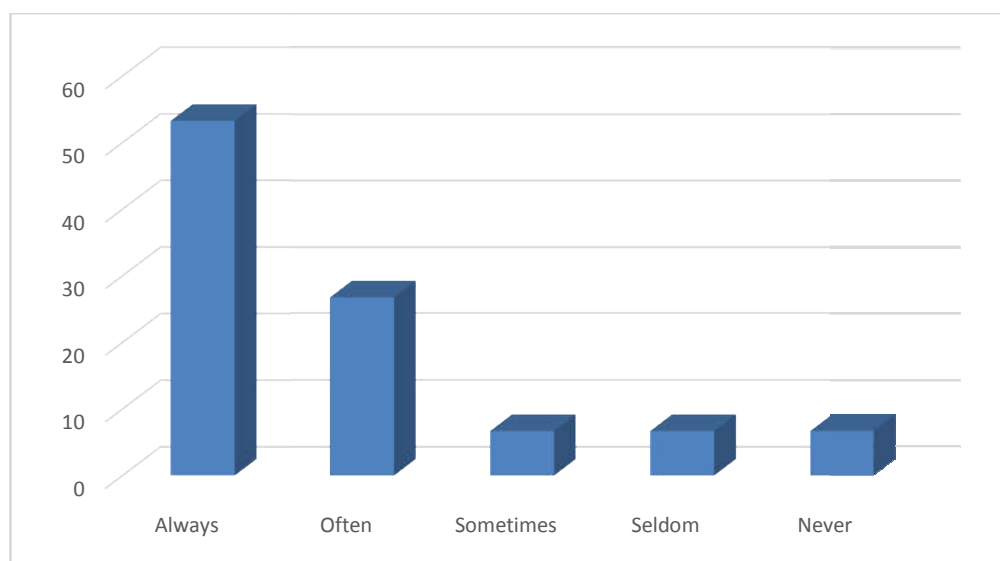


Figure (4.21)

From the above table and figure. It is clear that there are (11) persons in the sample of study with percentage (36.7%) answered always with "I use audio -visual aids with high qualities rather than tapes to teach listening comprehension because I believe that body language and facial expressions make it easier for the students to understand the speaker's intended meaning ." There are (13) persons with percentage (43.3%) answered Often, (1) person with percentage (3.3%) answered Sometimes, (2) persons with percentage (6.7%) answered Seldom and (3) persons with percentage (10.0%) answered Never.

Statement No.(5)

I train my students to listen and try to grasp the main idea depending on their background knowledge rather than to understand every single word or phrase.

Table No (4.25) The Frequency Distribution for the Respondents' Answers of statement No.(5)

Variables	Frequency	%Percent
Always	10	33.3
often	14	46.7
Sometimes	2	6.7
Seldom	2	6.7
Never	2	6.7
Total	30	100.0

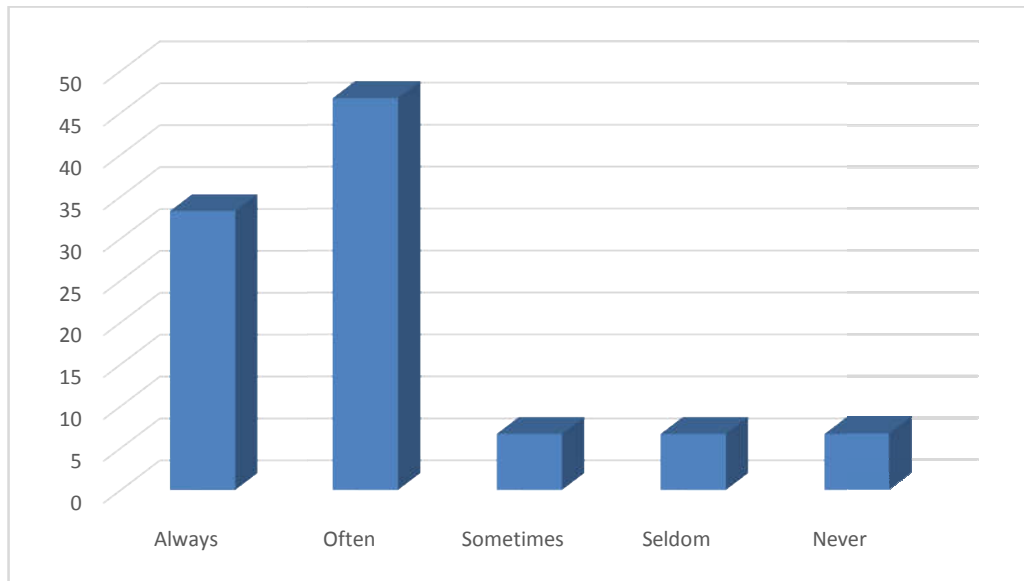


Figure (4.22)

From the above table and figure. It is clear that there are (10) persons in the sample of the study with percentage (33.3%) answered always with "I train my students to listen and try to grasp the main idea depending on their background knowledge rather than to understand every single word or phrase". There are (14) persons with percentage (46.7%) answered Often, (2) persons with percentage (6.7%) answered Sometimes, (2) persons with percentage (6.7%) answered Seldom and (2) persons with percentage (6.7%) answered Never.

Statement No.(6) I teach listening in small classes and I use different types of language input such as films, everyday conversations, and interviews.etc.

Table No (4.26) The Frequency Distribution for the Respondents' Answers of statement No.(6)

Variables	Frequency	%Percent
Always	12	40.0
often	12	40.0
Sometimes	2	6.7
Seldom	2	6.7
Never	2	6.7
Total	30	100.0

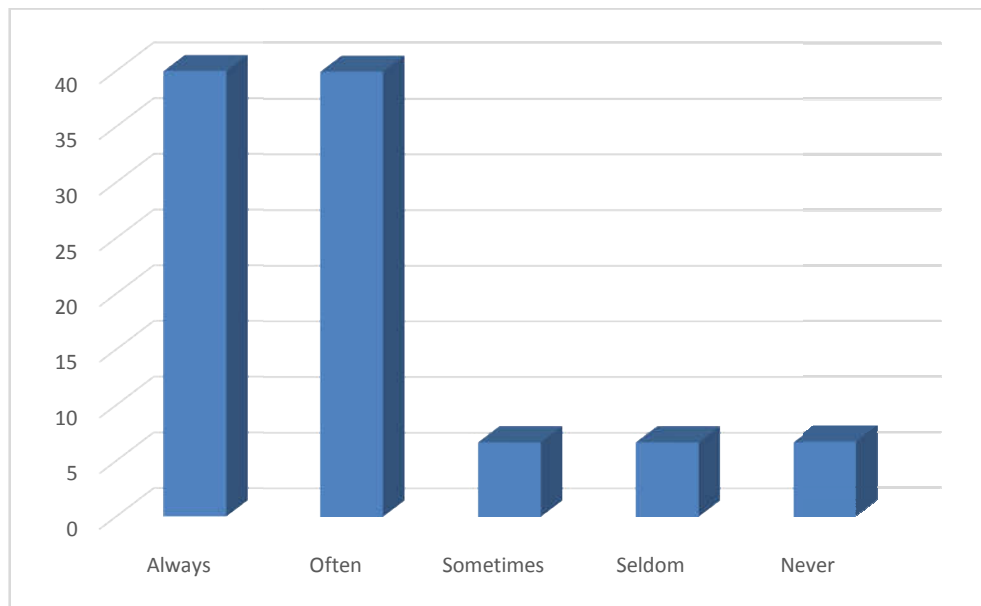


Figure (4.23)

From the above table and figure. It is clear that there are (12) persons in the sample of the study with percentage (40.0%) answered always with "I teach listening in small classes and I use different types of language input such as films, everyday conversations, and interviews.etc". There are (12) persons with percentage (40.0%) answered Often, (2) persons with percentage (6.7%) answered Sometimes, (2) persons with percentage (6.7%) answered Seldom and (2) persons with percentage (6.7%) answered Never.

Statement No.(7)

I design listening tasks according to the level of complexity; simple tasks to lower- level students and complicated authentic material to more advanced learners.

Table No (4.27) The Frequency Distribution for the Respondents' Answers of statement No.(7)

Variables	Frequency	%Percent
Always	6	20.0
often	18	60.0
Sometimes	1	3.3
Seldom	3	10.0
Never	2	6.7
Total	30	100.0

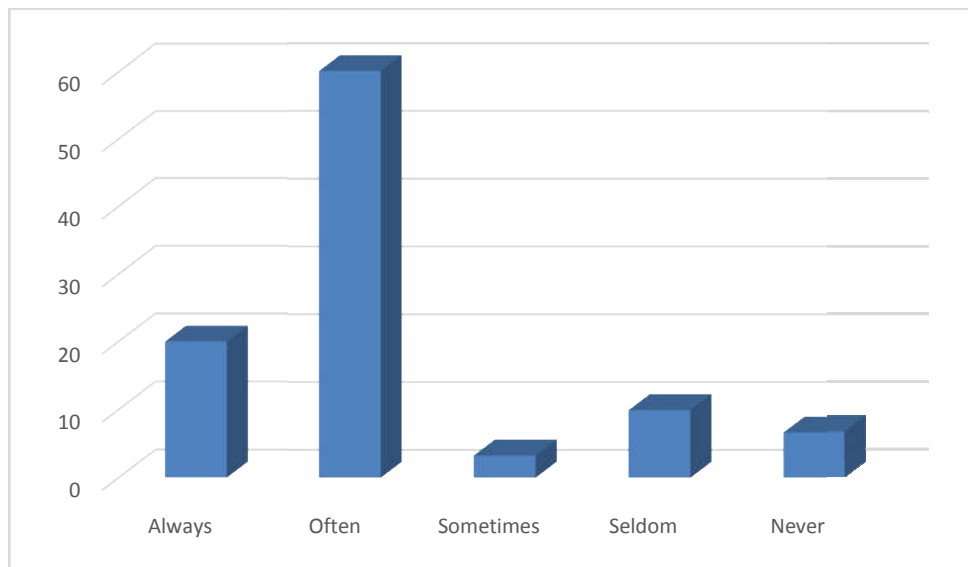


Figure (4.24)

From the above table and figure. It is clear that there are **(6)** persons in the sample of the study with percentage (20.0%) answered always with "I design listening tasks according to the level of complexity; simple tasks to lower level students and complicated authentic material to more advanced learners". There are **(18)** persons with percentage (60.0%) answered Often, **(1)** person with percentage (3.3%) answered Sometimes, **(3)** persons with percentage (10.0%) answered Seldom and **(2)** persons with 6.7% answered Never.

Statement No.(8)

I try to raise my students' awareness about the purpose of listening (listening for gist, specific information or detailed information) and I motivate and encourage them to interact with the listening task.

Table No (4.28) The Frequency Distribution for the Respondents' Answers of statement No.(8)

Variables	Frequency	%Percent
Always	7	32.3
often	18	60.0
Sometimes	1	3.3
Seldom	2	6.7
Never	2	6.7
Total	30	100.0

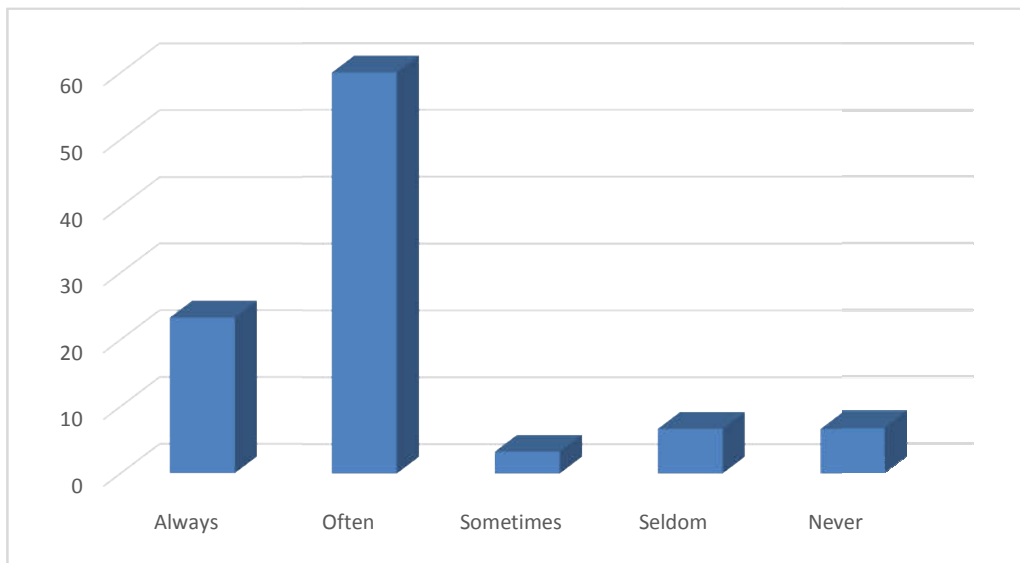


Figure (4.25)

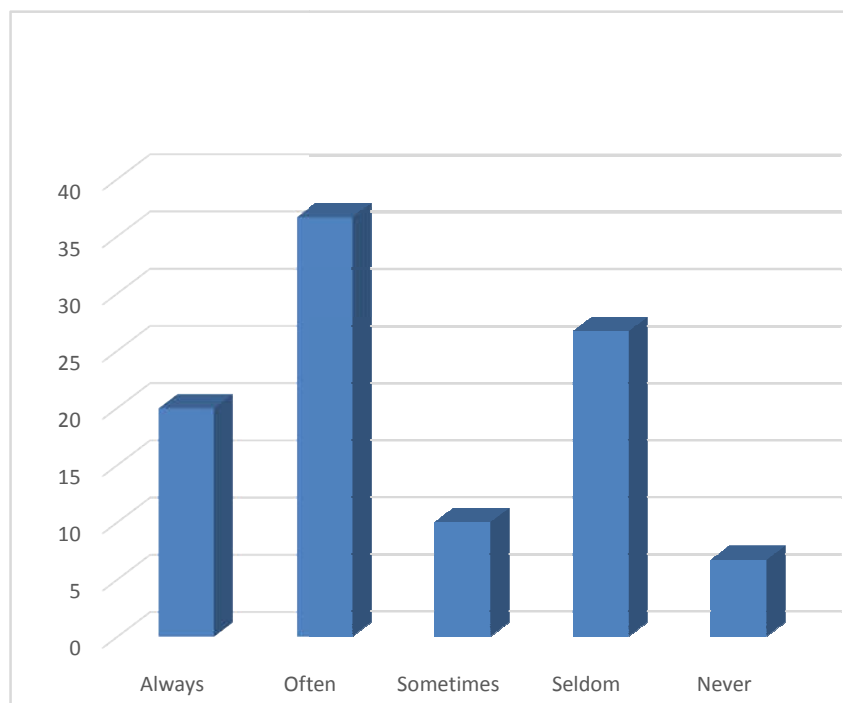
From the above table and figure. It is clear that there are (7) persons in the sample of the study with percentage (23.3%) answered always with "I try to raise my students' awareness about the purpose of listening (listening for gist, specific information or detailed information and I motivate and encourage them to interact with the listening task." There

are (18) persons with percentage (60.0%) answered Often, (1) person with percentage (3.3%) answered Sometimes,(2) persons with percentage (6.7%) answered Seldom and (2) persons with percentage(6.7%) answered Never.

Statement No. (9)I try to get my students to understand the intended oral message by predicting and inferring the meaning depending on the speakers' mood and the setting of the utterance.

Table No (4.29)The Frequency Distribution for the Respondents' Answers of statement No.(9)

Variables	Frequency	%Percent
Always	6	20.0
often	11	36.7
Sometimes	3	10
Seldom	8	26
Never	2	6.7
Total	30	100.0



(Figure 4.26)

From the above table and figure. It is clear that there are (6) persons in the sample of the study with percentage (20.0%) answered always with "I try to get my students to understand the intended oral message by predicting and inferring the meaning depending on the speakers' mood and the setting of the utterance." There are (11) persons with percentage (36.7%) answered Often, (3) persons with percentage (10.0%) answered Sometimes, (8) persons with percentage (26.7%) answered Seldom and (2) persons with 6.7% answered Never.

Statement No.(10) I raise my students' attention to the importance of listening in language development and that listening is a complex task that requires many skills such as attention, perception, recognition and memory.

Table No (4.30)The Frequency Distribution for the Respondents' Answers of statement No.(10)

Variables	Frequency	%Percent
Always	3	13.3
often	6	20.0
Sometimes	1	3.3
Seldom	13	43.3
Never	6	20.0
Total	30	100.0

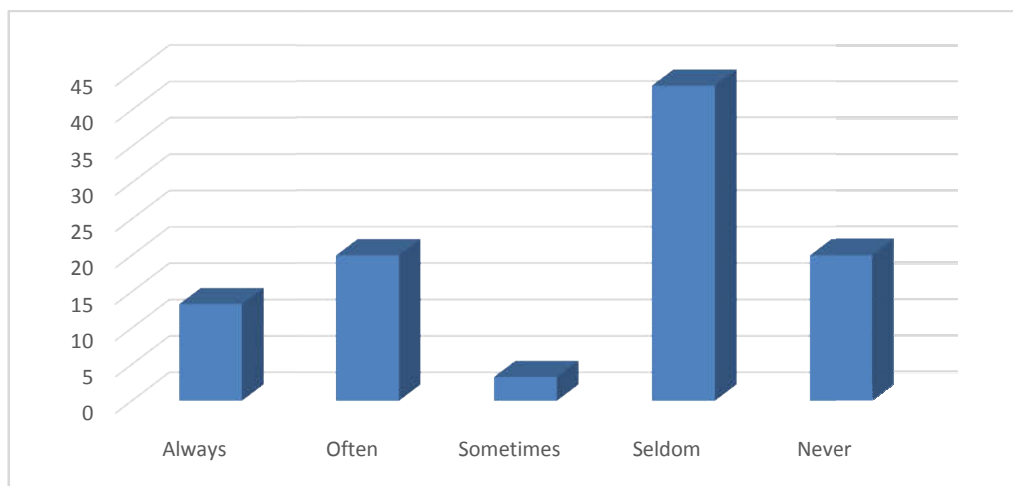


Figure No (4.27)

From the above table and figure . It is clear that there are (4) persons in the sample of the study with percentage (13.3%) answered always with "I raise my students' attention to the importance of listening in language development and that listening is a complex task that requires many skills such as attention, perception, recognition and memory ." There are (6) persons with percentage (20.0%) answered Often, (1) person with percentage (3.3%) answered Sometimes, (13) persons with percentage (43.3%) answered Seldom and (6) persons with 20.0% answered Never.

Table No.(4.31) Chi-Square Test Results for Respondents' Answers of the study Hypothesis No (3) :

Nom.	Statement	mean	SD	Chi square	p-value
1	I try to familiarize my students with the rules of pronunciation in order to help them hear different forms of rapid speech, different accents, and I encourage them to imitate native speakers' pronunciation.	2.4	1.9	12	0.00
2	I design listening tasks that arise students' interest and help them learn listening skills and strategies and I avoid tasks that require memorization rather than understanding.	2.5	2.6	17	0.00
3	I pre-teach new vocabulary, grammatical items and provide my students with background knowledge, socio-cultural knowledge and linguistic knowledge before listening to the text.	2.4	2.4	13	0.00
4	I use audio -visual aids with high qualities rather than tapes to teach listening comprehension because I believe that body language and facial expressions make it easier	3	.80	25	0.03

	for the students to understand the speaker's intended meaning.				
5	I train my students to listen and try to grasp the main idea depending on their background knowledge rather than to understand every single word or phrase.	2.9	1.6	20	0.00
6	I teach listening in small classes and I use different types of language input such as films, everyday conversations, and interviews.	2.4	1.9	12	0.00
7	I design listening tasks according to the level of complexity; simple tasks to lower- level students and complicated authentic material to more advanced learners.	2.5	1.4	17	0.00
8	I try to raise my students' awareness about the purpose of listening (listening for gist, specific information or detailed information) and I motivate and encourage them to interact with the listening task.	2.7	2.6	15	0.00
9	I try to get my students to understand the intended oral message by predicting and inferring the meaning depending on the speakers' mood and the setting of the utterance.	2.8	.80	20	0.001
10	I raise my students' attention to the importance of listening in language development and that listening is a complex task that requires many skills such as attention, perception, recognition and memory.	2.5	.70	21	0.008

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (1) was (12) which is

greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "I try to familiarize my students with the rules of pronunciation in order to help them hear different forms of rapid speech, different accents, and I encourage them to imitate native speakers' pronunciation".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (2) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "I design listening tasks that arise students' interest and help them learn listening skills and strategies and I avoid tasks that require memorization rather than understanding".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement (3) was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement " I pre-teach new vocabulary, grammatical items and provide my students with background knowledge, socio-cultural knowledge and linguistic knowledge before listening to the text".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (4) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "I use audio -visual aids with high qualities rather than tapes to teach listening comprehension because I believe that body language and facial expressions make it easier for the students to understand the speaker's intended meaning."

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (5) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "I train my students to listen and try to grasp the main idea depending on their background knowledge rather than to understand every single word or phrase".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (6) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "I teach listening in small classes and I use different types of language input such as films, everyday conversations, and interviews etc."

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (7) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "I design listening tasks according to the level of complexity; simple tasks to lower level students and complicated authentic material to more advanced learners."

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (8) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "I try to raise my students' awareness about the purpose of listening (listening for gist, specific information or detailed

information) and I motivate and encourage them to interact with the listening task".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (9) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "I try to get my students to understand the intended oral message by predicting and inferring the meaning depending on the speakers' mood and the setting of the utterance".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (10) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "I raise my students' attention to the importance of listening in language development and that listening is a complex task that requires many skills such as attention, perception, recognition and memory".

According to the results of the second part of the questionnaire we can say that the third hypothesis of the study has been confirmed.

The above findings obtained from the second part of the questionnaire elicited some of the solutions to listening comprehension difficulties among EFL Sudanese learners that coincide with the following findings of different studies for as Bouach (2010) stated that listening comprehension is important for learners' pronunciation hence native speakers' pronunciation helps them to be familiar with stress, intonation, pitch and different accents of English therefore, the teacher should encourage the students to imitate native speakers' pronunciation.

They also agree with Harmer (1991) who remarked that the teacher acts as a prompter in EFL listening classes; he/she should motivate the learners and support them during every listening activity so that he/she can increase self-confidence and help them to be successful listeners.

Furthermore, Houston (2016) pointed out that in pre-listening stage, the teacher should pre-teach new vocabulary and grammatical items and give the students an idea about the topic they are going to hear.

They also coincide with Rost (2007) who claimed that the use of technology can promote the expansion of listening comprehension by providing students with interesting authentic materials that include songs, TV serials, movies, documentaries and technology including video, computers and the Internet.

The findings also conform with Porter & Roberts (1981) pointed out that " We cannot expect learners to handle types of language they have never or hardly ever been exposed to, when we choose authentic listening materials; we can set different tasks to suit the levels and the needs of the students".

Beren (1998) suggested the following points to overcome some of the listening comprehension problems:

1. Familiarity with the content of the message makes it easier for learners to understand.
2. Weakness of students in phonology, semantics and syntax can lead to some difficulties in grasping the message of the listening passage so teachers should be aware of these language areas.
3. Repetition of the recorded message can facilitate L2 listening comprehension.
4. Pre-listening activities allow learners to listen effectively.
5. Video tapes are better for listening tasks than audiotapes as learners can see the speakers , understand their facial expressions and body language.
6. The use of authentic passage rather than pedagogical ones improves students' listening abilities.
7. Learners should apply listening strategies to be effective listeners.
8. Listening comprehension has a complex nature and should be practiced by using different types of passages, different modes of presentation (audiotape, videotape, live) and different kind of tasks to do.

According to Rost(1994) that the classroom teacher should do the following:

- Addressing all the students in English.
- Making English the language of the classroom while maintaining self-confidence.
- Exposing the learners to various English listening situations.

In addition, the findings agree with Underwood (1989) who maintained that the teacher ought to ensure that his or her listening lesson includes:

- The pre-listening stage.
- The while-listening stage.
- A period when the students discuss their responses in pairs/groups, and help each other with the task.
- If necessary, a repeat listening for students to continue or complete the activity or to check or clarify information .
- Perhaps some further discussion between students, or some assistance from the teacher leading if necessary to listening again to all or part(s) of the text.
- Post-listening production of the "acceptable" answers, either by the teacher or the class in general.
- Consideration of the areas where students failed to understand or missed something and discussion of why this happened.

Chapter Summary:

This chapter examined the difficulties encountered by EFL students in listening comprehension at Sudanese universities .It included two main parts .The first one viewed the results the researcher got from the diagnostic test and the second part presented the results obtained from the questionnaire.

All the hypotheses of this study have been verified in this chapter.

Chapter Five is going to be devoted to the summary of the study, findings, recommendations and suggestions for further studies.

Chapter Five

Summary, Findings, Recommendations and Suggestions for Further Studies

5.1 Introduction:

This chapter presents summary of the study, discussion of the findings of the study, conclusion and recommendations for further studies.

5.2 Summary of the Study:

This study investigates listening comprehension difficulties encountered by EFL Sudanese university students. It consists of five chapters.

Chapter One represents the general framework of the study which includes introduction to the problem of the study, objectives, questions of the study, hypotheses, significance, limits and methodology of the study.

Chapter Two provides theoretical background and reviews the related literature to listening comprehension difficulties encountered by foreign language learners.

Chapter Three describes the methodology of the study. The researcher adopted the descriptive analytical method. The tools of the study were a diagnostic test for (30) Alneelain university second year students in the English Department, Faculty of Arts and a questionnaire which was administered to (30) Sudanese university teachers.

Chapter Four deals with the statistical analysis and discussion of the data collected by the diagnostic test and the questionnaire.

Chapter Five reviews a summary to the whole thesis. It gives conclusion which the study came up with, the recommendations and the suggestions for further studies.

5.3 Findings of the Study:

In this part the researcher discusses the findings of the study with regard to the research questions of the present study.

Research Question 1

To what extent do EFL Sudanese university students have difficulties with listening comprehension?

As far as listening comprehension problems are concerned, EFL Sudanese university students face serious deficiencies in listening comprehension to a great extent, this is clear from their poor performance in the diagnostic test that the researcher has used to gather the data of the study.

According to the literature reviewed in the present study ,the data analyzed in the previous chapter and the researcher's observation , the highest percentage of the students face the following serious problems in listening comprehension :

- Students are unaware of the type of listening required to achieve the tasks (listening for gist, listening for specific information or listening for detailed information).
- They possess limited knowledge of vocabulary, grammatical structures and phonological rules.
- They failed to recognize stress, rhythm and intonation patterns.
- They are unable to discriminate pronunciation of native speakers of English.
- They find it difficult to pick up the necessary information.
- They feel distracted and worried as they are listening because they fail to understand the meaning of every single word or phrase.
- They are unable to infer meanings of unfamiliar words and make predictions using their personal knowledge and experience.
- They lack knowledge of contextual and cultural aspects of English.
- They find it quite difficult to understand the text from the first listening.
- They have poor awareness of the features of connected speech.
- They face the problem of lack of concentration.
- They failed to understand informal words and idiomatic expressions.
- Unfamiliar situations and unorganized texts were also factors affected the respondents listening abilities.

Research Question 2

What are the causes of listening comprehension difficulties?

In an attempt to answer the above research question, the researcher designed the questionnaire for teachers at Sudanese universities to collect information about their views regarding causes and solutions of listening comprehension problems that face EFL Sudanese university students.

According to the findings of the questionnaire which conveys the views and perceptions of teachers about the problem of the study, EFL Sudanese university students face serious problems in listening comprehension due to many causes:

- Universities do not pay much attention to teaching listening comprehension as they do for reading , vocabulary and grammar .
- Lack of practice and lack of exposure to the target language.
- Teachers do not use suitable listening materials and tasks that suit the level of the students.
- Most of the time teachers test listening rather than teach it and neglect listening strategies.
- Many listening textbooks contain artificial dialogues which have absolutely no resemblance to real speeches.
- Teachers do not usually train students to listen to the speech of native speakers of English.
- Poor qualities of recorded materials cause some listening comprehension difficulties.
- Limited, unfamiliar vocabulary cause great listening comprehension difficulties.
- Teachers do not motivate students and do not help them to interact with listening tasks.
- Attitudes of the speakers, learners' beliefs, listening stimuli, lack of exposure to the target language, syntax, lexis, phonological and grammatical rules are some of the factors that cause listening comprehension difficulties.
- Spontaneous, colloquial speech which contain repetitions, false starts, self-correction, elaboration, omission of some words,

tautologies and fillers make it difficult for the students to understand the listening text.

- Psychological and physical features can pose some listening comprehension difficulties.
- Lack of socio-cultural, factual and contextual knowledge of the target language cause some listening comprehension difficulties.
- Students find it difficult to understand salient features of spoken discourse such as clarity, intonation, pitch, pauses, stress and pronunciation.
- Teaching listening in large classes has negative effects in the students' achievements and not helpful in teaching EFL listening.

Research Question 3

How can teachers help students to overcome EFL listening comprehension problems?

To answer this question, the researcher designed the second part of the questionnaire which was administered to expert university teachers to suggest some solutions to the problems of listening comprehension.

According to the responses of the teachers to the questionnaire, the following are some suggestions to overcome listening comprehension problems:

- Teachers should try to familiarize their students with native speakers' pronunciation, rapid speech, different accents, and encourage them to imitate native speakers' pronunciation.
- Teachers should design listening tasks that arise students' interest, help them learn listening skills and strategies and avoid tasks that require memorization rather than understanding.
- Teachers should pre-teach new vocabulary, grammatical items and provide students with background knowledge, socio-cultural knowledge and linguistic knowledge before listening to the text.
- Teachers should use audio-visual aids with high quality rather than tapes to teach listening comprehension hence body language and facial expressions make it easier for the students to understand the speaker's intended meaning.

- Teachers should train students to listen and try to grasp the main idea depending on their background knowledge rather than understanding every single word or phrase.
- Teachers should teach listening in small classes and use different types of language input such as films, everyday conversations, and interviews.etc to attract the students' attention.
- Teachers should design listening tasks according to the level of complexity; simple tasks to lower- level students and complicated authentic material to more advanced learners.
- Teachers should try to raise students' awareness about the purpose of listening (listening for gist, specific information or detailed information) and motivate and encourage them to interact with the listening task.
- Teachers should try to get students to understand the intended oral message by predicting and inferring the meaning depending on the speakers' mood and the setting of the utterance.
- Teachers should raise the students' attention to the importance of listening in language development as listening is a complex task that requires many skills such as attention, perception, recognition and memory.

The above mentioned results agree with Hadijah and Shaalawati (2016), in their study conducted on listening comprehension problems. They found out that lack of practice, limited vocabulary mastery, native speakers' accent, pronunciation, university teaching materials constitute a hindrance to listening comprehension.

Moreover, the results of the current study supported the findings of Hamouda(2013),Cubalit(2016),Chen(2002),Assaf(2015and Ahmed(2011) which have been reviewed in the second chapter.

5.4 Recommendations:

Based on the findings of this study, the researcher recommends the following points :

- Students should be aware of the importance of listening comprehension in the process of foreign language learning since listening provides them with the language input.

- Students should learn and practice new vocabulary and expressions.
- Students should listen to spoken English as possible as they can to be aware of different native-speakers accents and pronunciation.
- Students should practice the grammatical structures they are taught.
- Students should try to interact with listening activities in the classroom to be active listeners.
- Teachers should use listening materials that suit the level of the students, needs, interest and background knowledge.
- Teachers should be well-trained and experienced; having good pronunciation help students to be good listeners and applying teaching techniques helps to improve students' listening comprehension.
- Teachers should provide students with authentic listening materials such as films, lectures, songs, conversations, and news to help them to be aware of different accents of English, stress, intonation, pitch and the culture of English.
- Teachers should raise the students' awareness about the importance of listening comprehension in foreign language learning.
- Teachers should provide students with the necessary vocabulary that is likely to encounter them in listening.
- Teachers should provide students with immediate feedback to correct errors and promote self-confidence.
- Teachers should use the range of speech rate that suit the level of the students; slow speech rate for beginners and faster speech rate for advanced learners.
- The teacher should encourage the students to predict what the listening text is about, what the speakers might discuss, allowing them to brainstorm vocabulary and grammatical structures that they are likely to hear, by doing so he encourages them to become active listeners.
- The teacher should teach the students the aspects of connected speech such as contraction, weak and strong forms, assimilation, elision when necessary so that the students do not feel worried when they encounter them.

5.5 Suggestions for Further Studies:

On the basis of the results obtained in this study, the following recommendations are made for further research:

1. Future research should increase the number of the subjects to enhance the generalizability of the results.
2. The same study can be replicated using pre-test and post-test questionnaires besides the diagnostic listening test.
3. Future researchers should conduct the same study by using an interview for expert teachers instead of the questionnaire, by doing so more causes of listening comprehension problems will be pointed out.
4. Future research may use videos rather than CDs to test listening since body language and facial expression can help the students to understand.
5. The same study can be used to measure the other skills of language i.e. reading, writing and speaking.
6. It is also recommended to apply the same study by using pre-test and post-test

5.6 Conclusion:

Listening comprehension is a complex, active process that involves great mental abilities from the listener. The listener must be able to discriminate between sounds, understand vocabulary and grammar, interpret stress, intonation and understand the intended message within the immediate and the large socio-cultural context of the utterance.

The teacher should be able to notice the students' listening weakness and design suitable listening tasks to overcome them, this can be done by identifying the students errors as the teacher checks their answers and discusses how they got the incorrect answers to increase their awareness of the listening process while providing reinforcement for correct answers as well.

Above all, it must be clearly borne in mind by teachers and students that listening skills cannot be mastered at once; there must be regular practice with increasingly difficult materials as listening comprehension increases

with the growing familiarity with vocabulary and structures of the target language.

The review of literature stated the factors that caused some listening comprehension problems for EFL learners and also provides some useful suggestions for teachers and students to overcome them.

It is hoped that the findings of this study contribute a solution to the problems of listening comprehension encountered by EFL Sudanese university students.

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Appendixes

Appendix (1)

The Diagnostic Listening Test

Instructions to the Listening Test:

The main purpose of this listening test is to investigate the difficulties that may encounter you in listening comprehension in both formal and informal settings.

The test consists of two sections; a conversation and a part of a lecture.

After each section , you will be given some questions to answer .You should answer the questions as you listen because you will hear the recording once only , at the end of the test you will have some time to check your work.

Now let's start the test!

Section 1 :

Listen to the following conversation and choose the best answer:

1. When does John register for classes?
 - a. He already registered last Friday.
 - b. He will register this Friday.
 - c. He does not need to register because he is graduating.
 - d. He does not know when he will register.

2. Why is there a problem registering for the communication class?
 - a. Because it is very popular and becomes full early.
 - b. Because nobody registers for the class as it becomes canceled due to lack of students.
 - c. Because the university does not have a professor for that class yet.
 - d. all the above.

3. In this dialogue, what does the class English 201 concentrate on?
 - a. Thesis
 - b. Reading and Comprehension
 - c. Writing

d. Non-fiction books

4. Why did the student get a lower grade in English 201 versus English 101?

- a. Because English 101 was easier.
- b. Because he did not study much.
- c. Because the class was much harder.
- d. Because he was partying too much.

5. The phrase "an easy grader" could probably means:

- a. a bad instructor.
- b. an easy- going instructor.
- c. an excellent instructor.
- d. a good instructor.

Section Two :

Listen to a university teacher giving instructions for an assignment and answer the following questions:

A. Choose the best answer

1. What day should you hand in your essay?

- a. 18 October
- b. 19 October
- c. 28 October

2. It's Ok to:

- a. give it to the teacher two days late.
- b. give it to the teacher a week late.
- c. give it to the teacher early.

3. How do you write the teacher's email address?

- a. j.hartsorn@lmu.ac.uk
- b. j.hartshorn@nmu.ac.uk
- c. j.hartshorn@lmu.ac.uk

4. What goes on the last page of the essay?

- a. The alphabet.
- b. The books you used.
- c. Quotes and ideas.

5. Which font should you write the essay with?

- a. Arial
- b. Comic sans
- c. Calibri

6. What size font should you use for the essay?
- a.12
 - b.14
 - c. any size is ok

B. Match the phrases to make sentences:

- a. If your essay is late,
 - b. If your computer breaks,
 - c. If your teacher doesn't write back to you,
 - d. If you want to be kind to trees,
 - e. If you use other people's ideas,
 - f. If you want to make your essay easy to read,
-
- 1. Use font size 12, subheadings and page number.
 - 2. Don't print your assignment.
 - 3. You can email him to check he got your essay.
 - 4. You won't pass the assignment.
 - 5. You have to say where you got them from.
 - 6. You still have to hand the essay in on time.

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Appendix (2)

Transcripts

Section 1

A:"Hey John, did you register for classes yet?"

B: "I will register this Friday"

A:"What classes do you plan on taking?"

B:" I really want to take the communication class, but I do not know if it will be available".

A:"Is that class really popular?"

B:"Yeah.I tried to get in last semester, but it was full by the time I registered."

A:"What other classes are you going to take?"

B:"I still need to take English 201, but I really don't like writing."

A : "I took that class already .There is a lot of writing ,but it's not that bad."

B:"Oh really? Who was the instructor? There are like 4 different instructors to choose from".

A:"I had Professor Mahoney".

B:"Is he an easy grader?"

A:"I'm not sure if he is or not, but I thought he was definitely fair".

B:"Do you mind if I ask you what you got?"

A:"Not at all. I got a 3.8".

B:"Well .What did you get in English 101 last year?"

A:"I got a 4.0 in that class."

B: Well, I can't compare to you. I got a 3.1in English 101.That means if you got a lower grade in English 201, it must be harder".

A:"It's not what it appears. I actually tried harder in the 101 class .If I put as much effort into the 201 class, I would have received the same grade".

B:"Oh.That helps. Thanks."

Section Two:

I want to explain a few things about your essay.

First of all, the deadline. The deadline for this essay is October the 18th .Not the 19th ,not the 20th ,not two days later because your dog was ill or your computer broke –the 18th .If it's late ,I won't mark it .I won't even read it-you'll fail the assignment . So, please hand it in on time. You can even hand it in early, If you like!

You can email me the essay at j.hartshorn@lmu.ac.uk.That's H-A-R-T-S-H-O-R-N. I'll reply to say I've got it .If I don't reply within a day, it might mean I didn't get it ,so please email me again to make sure. You can also bring a paper copy of the essay to my office, but let's be kind to the trees and for me.

Don't forget that you must reference every idea or quote you use that isn't your own idea. And the last page of your essay should form a list of all the books you used, in alphabetical order, not in the order you used them!

And lastly, make it easy for me to read! That means use a clear font. Arial is the best, but Times New Roman is fine too. Not Comic Sans please! Size 12 font for the essay, and size 14 for the titles and subheadings. And use page numbers. Any questions?

Appendix (3)
The Questionnaire

Dear Teachers,

This questionnaire is one of the tools used by the researcher to collect data for a PHD study entitled "An Investigation of Listening Comprehension Difficulties amongst EFL Sudanese University Students". So your answers to these statements according to your experience in this field are highly appreciated.

Thanks for your co- operation

Name (optional).....

Years of experience.....

Academic degree.....

Part One:

Please Tick the statements that you feel suitable:

S/N	statements	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1	Universities do not pay much attention to teaching listening comprehension.					
2	Teachers do not use suitable listening materials and tasks that suit the level of the students.					

3	Most of the time teachers test listening rather than teach it and neglect listening strategies.					
4	Many listening textbooks contain artificial dialogues which have absolutely no resemblance to real speeches.					
5	Teachers do not usually train students to listen to the speech of native speakers of English.					
6	Poor qualities of recorded materials cause some listening comprehension difficulties.					
7	Limited, unfamiliar vocabulary cause great listening comprehension difficulties.					
8	In teaching listening comprehension it is essential for the teacher to be well-prepared. (to be aware of what can cause difficulties for the students and what might be the					

	causes and be ready to overcome them).					
9	Teachers should motivate students and help them to interact with the listening task and provide feedback immediately.					
10	Attitudes of the speakers, learners' beliefs, listening stimuli, lack of exposure to the target language, syntax, lexis , phonological and grammatical rules are some of the factors that affect listening comprehension.					
11	Spontaneous, colloquial speech which contain repetitions, false starts, self-correction, elaboration, omission of some words, tautologies and fillers make it more difficult for the students to understand the listening text.					
12	Psychological and physical features can pose some listening					

	comprehension difficulties.					
13	Lack of socio-cultural, factual and contextual knowledge of the target language cause some difficulties in listening comprehension.					
14	Students find it difficult to understand salient features of spoken discourse such as clarity, intonation, pitch, pauses, stress and pronunciation.					
15	Teaching listening comprehension in small classes can be rewarding for both teachers and students.					

Part Two:

Please Tick the statement that you feel suitable:

S/N	Statements	Always	Often	Sometimes	Seldom	Never
1	I try to familiarize my students with the rules of pronunciation in order to help them hear different forms of rapid					

	speech, different accents, and I encourage them to imitate native speakers' pronunciation.					
2	I design listening tasks that arise students' interest and help them learn listening skills and strategies and I avoid tasks that require memorization rather than understanding.					
3	I pre-teach new vocabulary, grammatical items and provide my students with background knowledge, socio-cultural knowledge and linguistic knowledge before listening to the text.					
4	I use audio - visual aids with high quality rather than tapes to					

	teach listening comprehension because I believe that body language and facial expressions make it easier for the students to understand the speaker's intended meaning.					
5	I train my students to listen and try to grasp the main idea depending on their background knowledge rather than to understand every single word or phrase.					
6	I teach listening in small classes and I use different types of language input such as films, everyday conversations, and interviews.					
7	I design listening tasks according to the level of					

	complexity; simple tasks to lower- level students and complicated authentic material to more advanced learners.					
8	I try to raise my students' awareness about the purpose of listening (listening for gist, specific information or detailed information) and I motivate and encourage them to interact with the listening task.					
9	I try to get my students to understand the intended oral message by predicting and inferring the meaning depending on the speakers' mood and the setting of the utterance.					
10	I raise my students' attention to the importance of					

	listening in language development and that listening is a complex task that requires many skills such as attention, perception, recognition and memory.					
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