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**Students' perceptions on their listening comprehension difficulties in**

**EFL classrooms: An Ecuadorian Case.**

**TRABAJO DE TITULACIÓN**

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## **APROBACIÓN DEL DIRECTOR DEL TRABAJO DE TITULACIÓN**

Magister.

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DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo, denominado: “Students’ perceptions on their listening comprehension difficulties in EFL classrooms: An Ecuadorian case” realizado por Narváez Caicedo Fanny Margarita, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, agosto de 2017

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## **DEDICATION**

I want to thank my parents for supporting me in this hard and long journey and giving me the strength to go on, giving me positive advice and the patience over the last years. Without their love and tolerance this task could not have been completed.

Thanks for everything dear parents.

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## **Abstract**

This research is focused on difficulties that English students encounter when listening in their classrooms. The theme of this study is about “Students’ perceptions on their listening comprehension difficulties in EFL classrooms”. The principal objective is to understand the factors that affect their listening comprehension.

This investigation took place in 5 different classrooms of second year of baccalaureate in two private institutions located in the city of Otavalo. There were one hundred and twenty five students surveyed between 16 and 18 years old, and twenty five students that were interviewed. Moreover, there were five teachers between 30 to 40 years old and all of them were interviewed.

This research was developed using the qualitative and quantitative method, the applied techniques were surveys and interviews. Furthermore, the instruments used were questionnaires for students and teachers, and interview sheets to collect information from students. The collected data was reviewed, analyzed, sorted, described, and interpreted in relation with the literature review.

The results of this research revealed that there were some factors that made listening comprehension in EFL classrooms difficult. Some of these factors are the difficulty to understand dialogues and speeches that have pauses and hesitations; teachers and recordings’ varied accents; lack of exposure to the target language;

**Key words:** listening comprehension, difficulties, factors.



## **Resumen**

Esta investigación está enfocada en las dificultades que los estudiantes de un idioma extranjero tienen al comprender lo que escuchan en sus clases. El tema de este estudio es sobre "Las percepciones de los estudiantes en las dificultades en la comprensión al escuchar en clases de Inglés". El principal objetivo es entender los factores que afectan la comprensión de lo que escuchan.

Esta investigación fue realizada en cinco clases diferentes y estas fueron de Segundo año de bachillerato en dos colegios privados localizados en la ciudad de Otavalo. Ciento veinte y cinco estudiantes fueron encuestados, estudiantes entre 16 y 18 años de edad, veinte y cinco estudiantes y cinco docentes entre 30 y 40 años fueron entrevistados.

Este proyecto fue desarrollado utilizando el método cuantitativo. Las técnicas aplicadas fueron las encuestas y las entrevistas. Por otra parte, los instrumentos utilizados fueron cuestionarios para los estudiantes y docentes, hojas de entrevista para registrar recolectar información de los estudiantes. Los datos recogidos fueron revisados, analizados, ordenados, descritos e interpretados en relación con la revisión de la literatura.

Los resultados obtenidos en esta investigación revelaron que la deficiencia de conocimiento del idioma Inglés, la dificultad para entender discursos o diálogos que tienen pausas y la variedad de acentos, además de los acentos de los profesores y grabaciones son considerados los factores principales que causan dificultades en la comprensión del idioma extranjero.

**Palabras clave:** factores, dificultades, comprensión auditiva.

## **Introduction**

This research will analyze the Students' perceptions about their listening comprehension difficulties in EFL Ecuadorian classrooms; the purpose of this study will lead to know the factors that interfere on learners' listening comprehension by answering the following questions: how do the listener factors affect their listening comprehension?, do the speaker factors interfere on the learners' listening skill?, and how does the listening passage hinders the students' listening comprehension?. Finally, this research will help readers discover the difficulties in listening comprehension and find the causes and few solutions to those problems.

There has been some studies conducted about listening comprehension difficulties, one of these studies was conducted by Siegel (2013), he carried out a study that helped to understand perceptions of listening strategies instruction held in a Japanese private university. After applying the method that included questionnaires and interviews the study suggested that learners see the listening instruction positively. This study involved topics such as listening background, listening strategy instruction and the roles of different aspects of the classroom context. Furthermore, the study also reported that students improved their abilities in listening as a result of the course but their confidence persisted fragile.

Another study that is related to this research is the following conducted by Leveridge and Yang (2014). This research proposed a scientific study in which the study examined instructional support about the context of a multimedia language learning environment, this study focused on the learners' perceptions. This study was carried out in a high school in Taiwan. The method included proficiency tests, listening tests, questions, interviews, and an instructional multimedia computer

system. This study concluded that on future studies is primordial to consider different variables like individual differences and students learning styles.

Hamouda (2013) proposed a scientific study that explored how the students perceived listening difficulties and also explored future strategies to improve listening skills. This study was done to help teachers to understand how students perceived listening and to examine the different teaching methods used in their classes. The results of this study concluded that pronunciation, accent, insufficient vocabulary, anxiety and others were the main problems found in these learners.

The actual research "Students' perceptions on their listening comprehension difficulties" will help English teachers to know the negative and positive factors that interfere on learners' listening skills, and applying different strategies to improve the students' listening comprehension in English as a foreign language classes. In general, it will benefit any person involved in the education field in the foreign language area; furthermore, this study can be used to support other studies about listening comprehension difficulties.

This study had one limitation, the limitation was noticed in the questionnaire which had few items that were not clear for students and this did not let them answer precisely and quickly.

## **Chapter I: Literature Review**

In this study, listening comprehension refers to one of the most powerful skills when communicating with others; moreover, this skill will help people to participate more effectively and actively in communication. For this purpose, it is vital to illustrate how listening is assumed by students in an Ecuadorian English class when learning a second foreign language.

This literature review comprises relevant information about listening comprehension, its difficulties in EFL learners, listening strategies and activities to develop listening comprehension skills, and the elements of listening comprehension such as the listener, the speaker and the listening passage, all this information reviewed through the colossal reading done in books and some scientific points of view stated on journals.

### **Listening comprehension**

First, listening can be defined and theorized as an active and constructive process. And a practice that brings activities and pedagogical strategies to the learners to achieve better understanding in class (Sullivan, 2014).

Ross (2002) defines listening as process of receiving what other speaker actually tells, building meaning and negotiating meaning with other speaker, moreover, answering and creating meaning with involvement, empathy and imagination. Listening comprehension is a complex and active process of interpretation in which listeners combine their knowledge that they already have with what they hear.

In addition, Ross (2002) mentions that listening is a natural process which develops in all humans since childhood and even people start hearing sounds before they are born. Listening must be trained to be improved. Learners of a second language need to work a lot to comprehend and improve this skill. If the L1 listener and an L2

listener are exposed to a message of a speaker both need to use a similar process to comprehend this message. Both may have understood that message but in order to fully understand it, an L2 listener must require listening again. Usually, second language listeners need to work harder than the L1 listener in order to understand it. This process of matching the message heard with previous information is called listening comprehension.

The author also states that people are born with an innate ability to hear. Yet, hearing is not listening, and to fully understand there must be considered many factors in order to develop effective listening skills. As the L1 listener trains in listening, an L2 also needs training (Flowerdew and Miller 2005).

Volkmar (2013) states that listening comprehension encompasses multiple processes involved in understanding and making sense of spoken language. Some of this includes recognition speech sounds, understanding the meaning of individual words, or understanding the syntax of sentences if they are presented. Moreover, listening comprehension can involve the prosody with which utterances are spoken, and making relevant inferences based on context.

Moreover, based on Watts (2014) listening comprehension can be referenced as the ability to understand a passage read aloud. Listening comprehension entails first building, understanding words, and structures in a story or passage.

Finally, Graham and Santos (2015) propose that listening comprehension is a skill that involves the development of control of how one listens, a skill which helps the listener to understand beyond the classroom, in different situations, going beyond personal factors such as anxiety or motivation.

## **Elements of listening comprehension**

There are three elements around the listening comprehension skill; these elements are the listener, the speaker and the listening passage. This review includes definitions and characteristics of each element.

The first element of listening comprehension is the listener. Being a good listener involves the use "of bottom up" strategies, this mean developing what is heard with a focus on a meaning full input. Good listeners should be able to identify the sounds of one, two or more syllables making sense of the discrete units forming their object of analysis. The object of analysis for the listener is the piece of language that has been heard (Graham and Santos, 2015).

Good listeners usually get out of their comfort zone and ask questions, give information, provide feedback and act on what they hear. Good listeners listen intensely. An example could be that they react to questions, give phone numbers to people who they want to listen and keep in touch. A good listener most of the time listens and right away understand what the speaker pronounces and say, understanding the message, facilitating the work during class (Swansburg, 1996).

Spooner and Woodcock (2010) states that in order to be good listeners, children need to learn different behaviors to be in classrooms and get all what is taught. One of these behaviors is listening to all the words that the teacher or the speaker is telling. This behavior will led learners such as young children to get the majority of the message and get key words to understand by context. Another behavior that children need to assume inside class is the effect that they need to look at the person who is talking, this influences in big manner learning. Looking at the speaker will give extra information further than just listening without looking at the speaker. When children look at the speaker this learner get gestures, mimic, expressions and even extra

messages of how the energy of the speaker is describing the message. Staying quiet so all inside class can listen to the speaker, is another behavior which is required to be a successful listener. This behavior helps improve children concentration and comprehension during class. When all the students are quiet the speaker message gets everywhere and everybody in class understands it. However, some students shout out messages, words or phrases that are irrelevant for the class and its purpose. It is better for the class when children engage into the listening and shout out messages that are relevant to the topic. Sitting still helps children to pay attention to the teacher in order to get meaningful knowledge. This behavior also helps learners to concentrate and likewise let others do the same. Sitting appropriately reduces distractions and increases focus on what the speaker is saying. So reducing this kind of behavior will improve the listening comprehension skill in the whole class.

Hargie (2006) also states that a good listener has a good attitude about the process, rather than retentive ability. Good listeners are those who had respect and interest in others, those who are orientated towards respect and concern for others in the foundation of effective listening. Moreover, it is possible to call this respect a "skill", and it is also possible to encourage these attitudes in workshops around class.

The second element of listening comprehension is the speaker. According to Sethi (2011) being a speaker implies that this person has to work hard to become a good speaker, good speakers are not born. Some great speakers had faced failure for many times, but they never gave up. They took a lot of time to improve themselves and with the time become effective and successful speakers. The author also mentions that a person with minimum vocabulary can become a good speaker. The only condition he needs is to have the wish to learn.

Gutierrez (2009) establishes few requirements to give a good speech. The first one refers to the speaker's formation of the sound system, this must be clearly understood, accurate and his words distinguishable, this one is called the intelligibility. The second one is the conformity which states that the speaker's speech must conform to an acceptable standard; in other words the speaker must use an acceptable usage, the usage of an educated person. The third requirement is the appropriateness which says that the speech must be suited to the occasion, it must be appropriate to the age and language level of the speaker. The last requirement is the naturalness and ease of production, this requirement says that the speech must be free from artificialities to project sincerity from the speaker.

Another important thing that Gutierrez (2009) writes about is that the voice of the speaker is extremely important when speaking. This one is important because it can convey meanings; it reflects the speaker's true feelings about the person or subject, and reveals one's personality. A good voice has few requirements such as an acceptable volume, the intensity or loudness of the voice allows the speaker to catch the attention of the listeners. Every person has a volume range that allows people to project various degrees of loudness ranging from whisper to a scream. The voice requires an acceptable pitch, this refers to how high or low the voice sounds. A good speaker is always able to vary his pitch according to the emotions and moods he or she wants to project to the listeners. Another requirement for a good voice is the acceptable rate which refers to the speed at which a person speaks. The rate of one's speech affects in a certain way his success in communicating his ideas. The next requirement is the quality which refers to the timbre of the voice; this is a characteristic that distinguishes one's voice from another. The voice quality is primordial in affecting attitudes and emotions. The next requirement for a good voice is the pause; this refers to the color, expression and feeling



employed in speech. Learn how to pause in a speech is a big challenge to all the speakers. The emphasis is another requirement, which refers to give meaning to a phrase or word; this can eliminate monotony in the speech delivery. This must come naturally when giving a speech. The last requirement for a good voice is the variety which is the variation in volume, rate, pause, and pitch to successfully communicate ideas and feelings.

Osada (2004) refers to the third element to the listening passage. This one refers to the content of what the learner listens, this must be interesting and accurate because sometimes listeners feel the listening is tiring even if they are interested, and this one requires a big amount of attention to follow the meaning. Moreover, the use of authentic listening passages leads to great improvements in second language listeners, driving to an increment of the listening comprehension performance. When the teacher prepares listening passages to study listening comprehension, he has to decide the characteristics of the sentences.

### **Listening comprehension difficulties for EFL learners (listening problems / causes)**

Listening comprehension is a difficult skill for foreign language learners to develop. EFL learners face many problems when acquiring this skill.

Gutierrez (2009) presents few barriers that do not get the listener to achieve an effective listening comprehension, these ones come to be the abruptly labeling the theme as boring or irrelevant. Also the listener puts too much focus on appearance or delivery and avoids difficult and unpleasant material. Another barrier is getting over stimulated by what the speaker says and listening primarily for facts. Moreover, trying to not down everything the speaker says, faking attention, and creating or distracting easily.

Yavuz (2015) states that one of the difficulties for EFL learners, is that people cannot communicate face to face unless the listening and the speaking skills are developed. The production is useless if the students are unable to respond or ask. Another problem is that in many circumstances listening is a reciprocal skill. Illustrated this problem come to be that people cannot practice listening in the same way as they can rehearse speaking, or part of the speaking such as pronunciation, due to that the speaker cannot predict the communication. Furthermore, another problem is the comprehension of what the listener is hearing, and as English is a world language and people are learning it to speak it, the main problem is that they do not understand what they are listening. Moreover, another problem encountered on listening comprehension is when the listener does not understand due to the lack of exposure to the language. Commonly the listener is just exposed during class, but outside come to be the total exposure to the native language.

### **Strategies and activities to develop listening comprehension skill**

Defining strategy has been a big issue over many years, and there have been some authors who had written about it. One of them is Rubin (1975) who defines strategies as ‘techniques or devices that a learner may use to acquire language’. O’Malley and Chamot (1990) also mention that strategies are ‘the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information’. Determining the concept of strategies, these are considered by some educators and writers as techniques, devices or thoughts that help learners to improve their communication when learning a second language.

There are many strategies and activities to develop listening comprehension skill when learning a second language. First, Graham and Santos (2015) refer to few types of

strategies such as: inference, prediction and verification/monitoring, and selective attention and focusing on key words.

First, inference implies leading to a conclusion based on evidence, and trying to understand what has been said. Moreover, inference is also a key because one would expect learners to encounter either words they have not met before, or words that they perhaps do not recognize fully in connected speech (Graham and Santos, 2015).

Second, predicting according to Vandergrift (2003) it comes to be used by better learners, this mean that the most skilled students tend to use this strategy for a better understanding.

Moreover, predicting is only beneficial if students verify whether their predictions are right or not, this means that listeners usually monitor this strategy. However, what seems interesting is how listeners use this strategy, principally if the predictions made by students do not match with the content and with the schemata activated at the beginning of the story heard (Graham and Santos, 2015).

The authors Graham and Santos (2015) also mention that selective attention requires learners to pay attention to specific words while they are listening, attention to the tense that is used on the listening passage, and to the intonation that is used. Summarizing, selective attention which in literature is listening for gist, this will lead the listener to understand the main idea of the listening, moreover, listening for key words.

There are two activities that could be used to develop listening comprehension skills; according to Broughton and Brumfit (2002) one of them is extensive listening. This activity can work as a way to expose the learner to hear unfamiliar vocabulary and structures. Additionally, one example of this activity is the story-telling that is better to

be applied to young groups of students. The objective of this activity is to expose them to unknown lexis and untaught structures, and also to natural English.

Another activity that the authors mention is the intensive listening. This activity is more controlled, it can be a listening for specific items as part of a language teaching program, or it can be for general understanding and comprehension. An example is listening to the vocabulary of a conversation which is often more familiar for the students.

Finally, Grenfell and Harris (2002) propose few strategies to develop listening comprehension skill. The first one is recognizing the type of listening text, conversation, or lecture. This implies that when the listener recognizes what kind of listening is presented, he will be more engaged in what it comes next. The second strategy is recognizing the topic, this means going for gist, in other words, recognizing the main theme of the listening. The third listening strategy is guessing on basis of knowledge of the world, what it is about using the common sense. The fourth strategy is recognizing the tone of the speaker's voice as clues, moreover the expressions and gestures provided by the speaker. Considering this strategy will give extra insides of the listening. The fifth strategy is recognition of cognates which help to recognize right away words in the listening through matching words from the native language with the foreign language. The sixth strategy comes to be the identification of unfamiliar phrases and playing the relevant section of the tape or recording over and over again. The seventh strategy is holding the unfamiliar sounds in the head, saying them repeatedly to get pronunciation and extra vocabulary. The eighth strategy is trying to break down the stream of sound of individual words; the ninth strategy is trying to write down the sounds and to relate them to written words previously learned. Finally, the last strategy that is learning out

for clues from the tense used on the listening, learning out from the word order and learning out from phrasal verbs and common expressions used in the listening.

After reviewing and analyzing all the themes that support the literature review it is important to review some scientific studies which will help support this study with more specific information.

Siegel (2013) proposes a scientific study in which the main purpose is to understand perceptions of listening strategy instruction held by English learners at a university in Japan. This study was done in a private university in Japan in 2010, and involved two intermediate English classes with a total of 54 students in both classes, the classes were taught by the same teacher using the same methodology, materials, and classroom activities.

The method used in this study combines methods of strategy instruction evaluation with learners' points of view with the objective to determine where listening strategy instruction is a worthwhile option for second language listening pedagogy. The method that this study used included questionnaires and interviews data and this suggested that learners see the listening strategy instruction positively. The questionnaires were designed basing on one used in a previous study, it had twenty four statements about listening background, Listening strategy instruction and the roles of different aspects of the classroom context. The interviews were done in groups by practical reasons such as time. Information from the interviews showed worthy information about attitudes, and reactions to the methodological changes introduced in the intermediate English class. The interview consisted of fifteen items on questions that were thematically organized. Questionnaires and interviews information showed that the learners have positive perceptions of the listening strategy instruction, moreover,

students reported that their listening abilities improved as a result of the course, however, their confidence when listening English remained fragile.

Leveridge and Yang (2014) suggest a scientific study in which the study examines instructional support about the context of a multimedia language- learning environment, with the predominant focus on learner's perceptions. This study offers pedagogical implications based on learner self-reports. This study was done with 139 students, of three classes in a high school of Taiwan. All of them were enrolled in English as a foreign language classes for about 3 years. All of them had been in traditional classrooms enhanced with instructional multimedia computer system. The instruments used in this study were proficiency tests, listening tests, questions, multimedia system, and interviews. The language proficiency tests determined the level of listening comprehension proficiency prior to the experiment. The listening test determined the learner's reliance on captioning by employing audio texts and visual textual captions that included specific words. The interviews were done to all the participants. The experiment started with three months of listening comprehension instruction and had three stages. The first stage was for the assessment of language proficiency. The test was administrated to all participants in order to categorize between low, intermediate and high intermediate proficiency learners. Stage two was for the caption reliance test and the third stage was for the interview, these interviews were done to offer a deep understanding of any unpredicted results. Finally, the authors conclude that future studies should consider other variables, such as individual differences, learning styles, text characteristics, and familiarity of content.

Hamouda (2013) explains the following scientific study which was done in the university of Qassim to sixty young adult students that studied english as their major course. The main purpose of this study is to explore how this students perceive

listening difficulties and explore future strategies to improve this skill. Moreover, this study seeks to help teachers to understand how students perceive listening and examine their teaching methods used on their classes. The author used qualitative and quantitative methods to collect information, the instruments used were interviews and questionnaires. The questionnaires were done with the purpose to look for difficulties that the learners found when attending to the listening course in this university; on the other side, the interviews were done to match information with the information that was gotten with the questionnaire with the purpose to look for extra information about the difficulties and factors that affected the listening comprehension. The results of this study showed that pronunciation, accent, insufficient vocabulary, anxiety, speakers' accent and others, were the major listening problems found by EFL Saudi learners. This study may help English teachers to help students to learn effective strategies to improve their listening comprehension skills.

Muniandy (2012) proposes the following study which was done in a course for EFL learners in a college in Malaysia. The study was done to twenty four teenagers. The main purpose of this study was to identify the efficiency of constructive learning theory in teaching and learning listening skills. This study used surveys and classroom observations to collect information and to determine the learners preferred strategies in learning; moreover, pre-tests and post-tests were used to look for efficiency of constructive approaches in teaching and learning listening. Data and studies showed that learners with the use of constructivist theory required to express, evaluate and interpret the meaning of the message that they hear. The results of this study included big results such as the improvement on listening with the usage of the constructive teaching theory, and extra self - confidence on the learners with the usage of this theory.

Hasan (2010) explains a scientific study that was done in a classroom of the university of Damascus. This study focused on learners strategies, listener attitudes and speaker's characteristics. In this study the author designed a questionnaire after the literature review of few authors with the main purpose of understanding the hypothesis. The hypothesis where if the ineffective listening strategies affect the learners listening comprehension, and if the different kinds of listening comprehension problems of learners originate from factors related to the speakers speech. At first, there was a pilot questionnaire of 41 questions, then, finally the questionnaire was reduced to 34 so they could be understood by the learners. The results of this study showed that learners experienced a variety of problems on listening and to contraires these problems of listening there were some techniques that could help learners to use effective strategies.

Abdelgadir (2006) suggests the following study which was done with the help of fifty students of first year of English in the college of Almajmah in Saudi Arabia. The study showed that the students may have faced problems in understanding lectures, this also included limited ability in the language, unfamiliarity with lectures when transmitting information, and their encounter with English a medium of instruction. This study included three questions such as what were the difficulties that university students encounter in listening to lecture, what EFL teachers do to better prepare their students for listening to lectures, and what advice could teachers offer to facilitate lecture comprehension. The information was collected with questionnaires and interviews. The interviews were given to 12 students that were chosen in a random way. The results of this study showed that there were implications for EFL teachers and students understanding of lectures.



## **Chapter II: Method**

### **Setting and Participants**

This study took place and was developed in Otavalo, Imbabura, Ecuador. For this purpose two private high schools were selected in different places of the city.

In the first institution, there were two different courses from the bachelorette level, from second year of bachelorette. The students' ages were in the range from 16 to 18 years old. These students were male and female in each class. On the other hand, in the second private institution, there were three different courses from the bachelorette level, from second year of bachelorette. These students were male and female in each class.

Five English teachers between 30 to 40 years old and a total number of 125 students participated in this research.

### **Procedures**

It was necessary to follow some steps to begin this research; at first, it was imperative to carry out a thorough search of literature. All of the related information had to be based on scientific material about the students' difficulties on listening English comprehensibly in the classroom. Besides, this material had to be arranged according to the exposed questions. A lot of books and scientific magazines were reviewed to find featured information about listening English comprehension.

The instruments used for this research were 125 students' questionnaires that contained 3 blocks of questions based on the students listening comprehension difficulties, the first block of questions referred to the listener factors that affect their listening comprehension, the second block of questions referred to the speaker factors that interfere on the learners listening skills, and finally the third block of question referred to how the listening passage hinder the students listening comprehension.

There were five questionnaire sheets that included the same amount of questions as the students questionnaires referred to the listener, the speaker and the listening passage. Moreover, there were fifteen interviews to students with interview sheets that included four open questions that referred to the listening comprehension and the elements that influenced the listening comprehension, furthermore, the factors that affected this listening comprehension of the target language.

There were 25 students surveyed for each classroom, one teacher per level per year of education and three students interviewed per class. The total number of teachers surveyed was five, the total number of students that took the questionnaire were one hundred twenty five, and the total number of students interviewed was fifteen.

It was explained to students how to fill the questionnaire sheets and what they must take into consideration before complete the survey. All the questions were filled out. Additionally, the teachers' questionnaire was performed without any problem at all.

To do this research first, the information was collected, then the literature was written; and also some data was extracted from previous studies. This study could be used as a guide for teachers to know more about the students and their listening comprehension difficulties.

All the information was tabulated by using a spreadsheet program, such as excel. The result obtained was ordered in columns according to the question and the frequency of repetition such as never, seldom, sometimes, often and always in the answers of students. The outcome was represented in three tables, each one belonged to the three questions or elements analyzed in the students surveys.

This process finished with the outcome through result tables with percentages and interpreting the quantitative data and interview sheets about the English language students and their listening comprehension difficulties with the language inside the classroom.

## **Chapter III: Results and Discussion**

### **Description, Analysis, and Interpretation of Results**

This part of the present study was done considering the quantitative and qualitative method. This section will also describe and show results through tables. Moreover, the survey was developed with the help of the UTPL university teachers, this surveys and questionnaires contained questions about the factors that affected the listening comprehension inside the classroom. The questionnaires were handed out to students to fill them out without any kind of pressure, and also learners were informed not to complete de questionnaire if they did not want to participate. This action was taken to avoid students´ fear and make them more confident and honest when responding the questionnaire. All of these instruments were analyzed and interpreted by using the quantitative and qualitative methods. The outcome obtained in this research is very helpful, because it will help teachers to determine the factors that influence the students listening comprehension and the difficulties that students present when trying to listen comprehensibly. The valuable result of this study can be shared with teachers that want to improve their students listening comprehension, and with students that need to improve their listening comprehension.

## How do the listener factors affect their listening comprehension?

There are many factors that influence the listening comprehension when learning a new language. The listener needs to enhance structures appropriately, activate appropriate schemata, and activate social structures in order to comprehend speech (Rost and Wilson, 2013).

**Table 1**

<i>Item no.</i>	<i>Statements</i>	<i>Never</i>	<i>Seldom</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
1	I use my experience and background knowledge of the topic to understand the listening passage	3%	21%	49%	22%	5%
2	I listen to every detail to get the main idea of the listening passage	4%	22%	34%	31%	10%
3	I find it difficult to do listening activities because of my lack of knowledge of English language	11%	27%	34%	23%	4%
4	After my teacher stops the recording, I find it difficult to predict what will come next	6%	23%	43%	15%	12%
5	I find it difficult to hold a short dialogue after listening to a passage	8%	27%	40%	21%	4%
6.	I find it difficult to get a general understanding of the message from listening for the first time	6%	29%	40%	21%	5%
7.	I feel nervous and worried when I do not understand the listening passage	21%	26%	25%	20%	8%

8	I find it difficult to understand the listening passage because it is not of interest to me	26%	38%	20%	12%	3%
9	I find it more difficult to listen to a recorded text than to my teacher reading aloud	14%	22%	37%	19%	7%

Author: Fanny M. Narváez

Source: Student's questionnaire

The first factor that affects the listeners' comprehension refers to *the use of their experience and background knowledge of the topic to understand the listening passage*, 49% of the students sometimes listen comprehensibly, the importance of listening comprehensibly is very high during class, this means that students require previous knowledge to comprehend what they listen. Furthermore, the teachers also agreed that students sometimes use their experience and background knowledge of the topic as a help to understand the listening passages. Additionally, on the interviews with the students they pointed out that they do not have any previous experience with the language that could help their understanding, either knowledge of English such as vocabulary related to the topic, and as a result of this lack of experience and information of the topic, students have difficulty understanding listening in the target language. This could be improved if the students are previously prepared with vocabulary and information before any class. The background knowledge according to Rost and Wilson (2013) is the most significant concept related to listening comprehension, besides, individual differences in accessing, background knowledge and encoding are important in predicting the relative success of learners in finding common ground with the speaker of the text. In other words, the activation of spaces in the memory of the students could support the positive understanding of any given information.

The second factor that influences listening comprehension is *listening to every detail to get the main idea of the listening passage*, the scale of often and always got a 41% and means that students prefer listening to details such as key words and phrases to understand the main idea of a passage, this preference when listening passages is an easy way for students to comprehend better the information. Additionally, teachers observed that students sometimes listen to every detail to get the main idea of the listening passage and pointed out that key words are important as well as contracted words in order to understand and get the main idea of the listening passage. People listen for details, and this is a very useful skill for almost every kind of listening task according to Espeseth (2012). Whether the students are in the classroom, on the cellphone, or watching television, humans usually listen for specific information, not for every word, and this confirms that listening for every word is relatively an important factor to understand listening.

The third factor refers to the *difficulty to do listening activities, because of their lack of knowledge of English language*, seldom and rarely are relevant because they got 38% in total, all this means that the listener surely have previous knowledge and exposure to the language to perform listening activities presented in the classroom to analyze, infer and support the activities that the teacher presents in classes, also, the student do not feel frustrated when doing listening, so they are confident and as a result they have a positive experience with the language. On the other side, an 80% of teachers' questionnaires showed that sometimes students find it difficult to do listening activities because of their lack of knowledge of English language; this may be attributed to the short time used to learn the language and this is shown in the academic hour that is forty minutes and the curriculum that some private schools have which only dedicate four of five hours per week to learning English. Students' interviews indicated that the

lack of knowledge of English affected a little their understanding on doing listening activities and this was related to the deficiency of understanding on pronunciation and the difficulty of listening to different teachers' accents. Adding to the teachers' opinion the author Yavuz (2015) writes about what he calls a problem encountered on listening comprehension, he states that the lack of exposure to the language such as accent, vocabulary and structures directly affects to the understanding of any kind of listening activity. He also says that usually the learner is exposed to the language only during class, and when he is not in class he is exposed just to the native language and this obviously causes a delay on learning this skill.

The fourth factor refers to *the students' difficulty to predict what comes next when the recordings stop*. The results concerning to this statement reflect that 43% of the students sometimes find difficulty when predicting the rest of a lecture or passage, which implies that students need to listen to the recording repeatedly, or at least have previous knowledge about the passage. Teachers' questionnaires showed that students often have difficulty to predict what comes next after they listen to a recording, and this may be attributed to the lack of information about the listening passage, and the lack of time exposed to the language. Likewise, students' interviews showed that this factor is crucial when understanding listening passages on recordings. Students also refer to the absence of contact with English and its different accents, as well as the speed of the speaker as the reasons of not predicting what comes next on a listening activity.

Complementing to the difficulty to predict what comes next when the recording stops Vandergrift (2003) states that students that have had more experience on listening and more exposure to the language usually can use this strategy to understand better and as result can predict what comes next when the recording stops.



The next factor refers to *the students' difficulty to hold a short conversation or dialogue after listening to a passage*; the results about this factor reflect that 40% of the students sometimes find difficulty when establishing short conversations about the passage listened, which implies that they may need more vocabulary, structures, and their fear of speaking English. Teachers' questionnaires also showed that often students find difficulty establishing short dialogues. This difficulty may be attributed to the absence of practice in speaking inside or outside of class with the teacher, classmates or foreign people. On the other hand, students' interviews demonstrated that this factor is a problem for the majority of the students due to the lack of understanding of the language, students also mentioned that this happened because they did not understand the speaker's accents, the vocabulary, and finally they sometimes could not structure a sentence because of the panic they felt when speaking in front of others. Asher (2000) adds to this results that that a conversation or a dialogue can be improved using the model of first language learning, which implies that there should be first an understanding of the spoken language before speaking, and that there should be a listening period to be ready to speak.

The sixth factor refers to *the students' difficulty to get a general understanding of the message from listening for the first time*. 40% of the students surveyed not very often get the message from the listening passage, they partially understand what they hear, and this is because the students do not understand by context, and students translate to Spanish every word they do not understand causing a misunderstanding of the listening. In addition, teachers' questionnaires indicated that often students have difficulty getting a general understanding of the message from listening for the first time. This might be the result of the deficiency on exposure to the language and especially to listening activities. Students' interviews linked the difficulty to get a

general understanding of the message from listening for the first time to the difficulty to understand the whole language. Students explain that English for them is very difficult to understand, that they only understand few vocabulary but understanding the whole idea is a main problem in this subject.

The seventh factor refers to the students' nerves and worrying feelings when they do not understand what they listen; 26% of the students showed that they seldom feel nerves or worries when they do not understand the listening passage. The results demonstrate that this factor is not the reason for the learners to be affected in increasing their listening skills. Listening to the passage and getting all the understanding from it, for the students is an important task and needs training followed by strategies to be effective during class.

According to teachers' questionnaires students seldom feel worried or have nerves when they do not understand what they listen, the majority of the teachers stated this criterion, and also said that students rarely ask about what they are learning in EFL classes, they just keep on doing what the teachers ask them to do. Not feeling nervous about speaking comes with the premise that students sometimes do not care about learning so they just not pay attention to the listening activities, and do not care about what the teacher prepares during classes.

Students' interviews showed that they only feel worried when they have to speak in front of all their classmates about what they have listened, furthermore; they also said that they feel a little worried or feel nervous on listening evaluations and this may be attributed to the grade that they will receive on evaluations. Adding to the results, White (2002) states that another problem that students encounter is the time pressure, which makes them feel nervous or worried at the moment of performing an activity. An example is when students listen to a passage only at the time they feel worried because

the time gets short and they do not get anything relevant from the listening activity. It is relevant to make them listen more times in order to improve their confidence and improve their listening skills.

The eighth factor refers to *the students' difficulty to understand the listening passage because it is not of their interest*; 38% of the students showed that they seldom find difficulty understanding any listening that is not of their interest. In other words students listen to any topic that the teacher chooses for them, students most of the time do what the teachers ask them to do. Teachers on their interviews mentioned that students sometimes have difficulty understanding the listening passage because it is not of their interest, they mentioned that students usually are interested on activities that include music; this is represented with the 60% of the teachers' questionnaires. On the other hand, some students on their interviews remarked that they do not care about the topic presented on the listening activities, moreover; others remarked that it is a positive factor that the students choose the topic for their listening activities because usually the topics from the books are not of their interest and they are boring. In fact, students get a better understanding on listening activities with listening materials that match their interest and background. According to Hamouda (2013) listening materials only become stimulating and motivating them when they are slightly challenging to what they have already known and suit their interest.

The ninth factor refers to *the students' difficulty when understanding a listening of any text that is recorded*; 47% of the students from the total showed that they sometimes have difficulty understanding any text that is recorded because the listening has different accents or the speaker speaks faster than the teacher. As well, Teachers' questionnaires refer to this factor and their opinion matches with the students view, also teachers mentioned that this might be attributed to phonetic aspects such as accent and

speed. In addition, students on their interviews said that when they do not understand the listening recording they usually ask the teacher to read the script of the listening, also asks the teacher to repeat the recording so they can get some information.

Remarking the difficulty when understanding a listening of any text that is recorded Shrope (1970) says that recordings highlight the importance of listening; such listening may add an emotional and dramatic quality. Moreover, listening to recordings helps to improve this receptive skill but in some ways it is more difficult for learners because it requires more attention, thinking, interpretation and imagination, which is different from a teacher speaking during class, when the teacher speaks slowly, she usually repeats words and students understand faster.

**Do the speaker factors interfere on the learners’ listening skills?**

There are different factors affecting the learner’s listening skills which refer to the speaker, some of these involve the varied accents, the clarity on pronunciation, the speed of delivery, and others which come to be a big influence on the learners when understanding a new language (Ross, 2002).

**Table 2**

<i>Item no.</i>	<i>Statements</i>	<i>Never</i>	<i>Seldom</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
10.	I find it difficult to understand natural speech which is full of hesitation and pauses	5%	20%	36%	26%	14%
11.	I find it difficult to understand the meaning of words which are not pronounced clearly	10%	21%	42%	22%	6%
12.	I find it difficult to understand well when speakers talk too fast	7%	21%	31%	27%	14%

13.	I find it difficult to understand well when speakers talk with varied accents	6%	17%	37%	34%	6%
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Author: Fanny M. Narváez

Source: Student's questionnaire

One of the factors that interfere on the learners' listening skills is *when students find it difficult to understand natural speech which is full of hesitation and pauses*; this is represented in the 36% of the responders that sometimes find difficulty to understand natural speech which is full of hesitation and pauses. This might happen because students are not habituated to that type of listening and lose the thread of the conversation or listening passage, in other words they are not always exposed to spontaneous dialogues. Teachers' opinion on their questionnaires basically match to what students stated on the surveys, this is because students are not accustomed to listening to the language due to teachers not always have natural dialogues with the students. Teachers most of the time refer to grammar and the basic vocabulary given in the books the school uses. Also, teachers usually mix Spanish and English during classes, so students do not listen to a natural speech. Moreover; they listen to English just inside of EFL classrooms and this is because there is not a total immersion into the language during class, for example teachers speak to them in Spanish and English. Teachers speak slowly, and some teachers from Ecuador do not have a proper pronunciation. Additionally, students on their interviews stated that the problem they encountered is that the listening passages sometimes have vocabulary and structures that they have never heard, they are too advanced. In addition, exposing the students to a natural speech that contains hesitations and pauses makes a significant improvement in learners' listening comprehension. According to Hayati (2010) this kind of speech

makes them improve their listening skills. This author also states that learners' exposure to slow speech had an improvement on listening but the exposure to the natural speech was greater.

The following factor that interferes on the learners' listening skills is when *students find difficulty to understand the meaning of words which are not pronounced clearly*; this is represented by the 42% of the responders that sometimes attribute this difficulty to the pronunciation used worldwide by people that speak properly or do not speak properly; moreover, the different accents used through the world interfere on the understanding. The pronunciation and the accents that difficult the students' comprehension usually come into different recordings used in classes according to the book the school uses. Also, Ecuadorian teachers that have learned English in different parts of the world have different pronunciation and accent which sometimes difficult the comprehension. Teachers on their questionnaires said that sometimes students find difficulty to understand the meaning of certain words and this can be associated to the pronunciation and words that sound similar but they have different meaning. In addition, students on the interviews stated that pronunciation is a big problem for them because they have not been exposed to extensive listening, they have the same teachers in the same level, and this causes the poor understanding of certain vocabulary. Pronunciation according to Gutierrez (2009) comes to be a significant aspect when understanding the meaning of words for students, speakers need to pronounce clearly the words to be understood, and they also need to be accurate when speaking so the listeners can understand the listening passage or dialogue. Moreover, listeners must listen to a good passage with proper pronunciation. A good passage which can be appropriate to the age and level of the learner, having this will also help the students understand the meaning of words.

The next factor that interferes on the learners' listening skills is when *students find it difficult to understand well when speakers talk too fast*; 31% of responders showed that the students sometimes find difficulty understanding well when speakers talk too fast and this might be attributed to the lack of exposure to recordings during classes, and sometimes teachers only dedicate few minutes to listening, others dedicate one hour per week to each skill. This lack of practice affects understanding because this poor listening puts on students limits; this limits include distractions, confusion about the topics or ideas, poor judgment, incapacity to select information, and low concentration. Teachers on their questionnaires also agree that students often find difficult when listening to fast speakers, and this might be attributed to the lack of exposure to natural speech. Also, students on their interviews said that they understand better when the teacher speaks in class and do not understand recordings because they speak different from the teacher, the pronunciation is different, and the speed is slow. Gutierrez (2009) on one of his books mentions that the good communication of ideas has to meet a good voice with an acceptable rate. In other words rate refers to the speed at what a person speaks. This speed affect the comprehension of the message listened in some foreign language learners. The author also states that the faster the speaker speaks the less the learners comprehend the message. At least, this is extremely important in beginner levels, and very useful in advanced levels.

Another factor that interferes on the learners' listening skills is when *students struggle understanding well when the speakers talk with varied accents*; the 37% of the students indicated that they sometimes find difficulty to understand well when the speakers talk with a variety of accents and this might be attributed to the lack of exposure to listening passages with different types of accents, and the poor audio material used during classes. Teachers refer to this factor and said that varied accents

surely have positive and negative effects on the learning comprehension of their students. Positive effects such as the students increment of good pronunciation, and a better understanding of the real word context. Negative effects such as the students demotivation on learning English because of the difficulty in understanding different accents. In addition, students on the interviews expressed that the accent problem is the main problem when listening. They also mentioned that not understanding the variety of accents does not motivate them to learn the language. Adding to the results, the variety of accents according to Hamouda (2013) causes a big effect on understanding listening and this sometimes causes a negative feeling on learners because they do not feel confident, and this affects the listening comprehension of passages.

**How does the listening passage hinder the students’ listening comprehension?**

Learners can sometimes comprehend the surface meaning of a passage but they can have substantial problems in understanding the whole meaning of a passage unless they are familiar with it. If the listening passage content is interesting for learners, learning the language will be easy for them (Azmi, Celik, Yildiz and Tugrul, 2014)

**Table 3**

<i>Item no.</i>	<i>Statements</i>	<i>Never</i>	<i>Seldom</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
14.	Vocabulary used in the listening passage interferes with my listening comprehension	8%	31%	45%	15%	1%
15.	Some grammatical structures in the listening passage interfere with my listening comprehension	5%	34%	44%	14%	4%
16.	The length of the listening passage hinders me to interpret the message	10%	31%	32%	22%	5%



17.	The content of the listening passage is abstract	26%	28%	23%	17%	6%
18.	The poor quality of recording does not allow students to understand the listening passage.	16%	13%	30%	34%	7%

Author: Fanny M. Narváez

Source: Student's questionnaire

The results about the listening passage make emphasis on five problems specified in the students' questionnaire that hinder the students' listening comprehension.

One of the problems encountered is that the *vocabulary used in the listening passage interferes with the students' listening comprehension*; 45% of the responders showed that they have problems with the vocabulary used in the listening passage because it interferes with their listening comprehension. Teachers on their questionnaires mentioned that sometimes vocabulary affects their students listening comprehension, and this might be attributed to the presence of unknown words and expressions in the listening passage. In addition, students on their interviews remarked that certain vocabulary do not let them understand the listening passage and this frustrate them during classes; others also said that there are some words that they have never been exposed to, others mentioned that they usually see words that look similar but mean different. Finally, when listening passages contain known words it is easy for students to understand, and if students know the meaning of words this can arouse their interest and motivation and it has a positive impact on the students listening comprehension ability. A lot of words have more than one meaning and if they are not

used appropriately in their appropriate contexts students usually will get confused and frustrated according to Azmi, Celik, Yildiz and Tugrul (2014).

Another problem that hinders the students listening comprehension of the listening passage is that *some grammatical structures in the listening passage interfere with students' listening comprehension*; 44% of the responders showed that they sometimes have problems with some grammatical structures in the listening passage. Teachers on their questionnaires said that students sometimes encounter listening comprehension problems when they encounter some grammatical structures in the listening passage and this might be attributed to advance structures presented that could not be appropriate to the level of English of their students. Students on the interviews said that teachers use listening passages which have difficult grammatical structures and these structures do not let them understand what it has been said. Furthermore, students also mentioned that they ask teachers to explain these structures so they can understand the listening passage. Adding to the results, difficult grammatical structures according to Hasan (2000) are the most important factors that cause problems for learners' listening comprehension; the author also mentioned that teachers should provide certain activities to provide opportunities to improve listening skills and give confidence in the understanding of grammatical structures.

An aspect that hinders students listening comprehension of the listening passage is that *the length of the listening passage obstructs the students to interpret the message*. This is shown in the 32% of the responders that sometimes have problems with the length of the listening passage. Teachers' mentioned in the questionnaires that sometimes the length of the listening passage obstructs the students to interpret the message and this may be attributed to the reality that students are not exposed to listening practice. In classes observed during practicums performed in schools, the

exposition of the students to listening is too low, as an example in some EFL Ecuadorian classes the listening activity takes only few minutes during a week of classes, and some teachers speak English and Spanish which does not help students to be immersed into listening practice. In addition, students mentioned on the interviews that when the passage is long they get bored easily, so they prefer short interesting passages. Adding to the results, the students' English level according to Azmi et al. (2014) has an important role when they listen to long passages and keep all the information in their minds, for lower level students it is very difficult to listen more than three minutes long and complete any listening task. In other words, the length of the passage is the principal factor for learners to understand any listening passage; moreover, the level of knowledge is crucial when choosing listening activities such as passages.

Another aspect that hinders the students listening comprehension of the listening passage is that *the content of the listening passage is abstract*; this is shown in the 28% of the responders who seldom have problems with the content of the listening passage. The use of accurate material in English classes helps students to have a genuine listening experience. Teachers mentioned that students sometimes have difficulties with contents that are abstract when listening to a passage; this percentage might be the result of including inappropriate listening passages and the lack of training that the teachers have. In addition, students' interviews demonstrate that the content sometimes is irrelevant for them but they also mentioned that they usually pay more attention when the content makes them analyze and think deeply. The content needs to be motivating and accurate according to Osada (2004) because sometimes learners listen and feel that the listening is tiring even if they are interested, and this effort for learning requires a lot

of attention to understand and get the meaning of any word or the main point. Besides, the use of authentic listening passages leads to big progress in second language learners.

The last aspect that hinders the students listening comprehension of the listening passage is *that the poor quality of the recording does not allow students to understand the listening passage*. This is shown in the 34% of the responders that often have problems with the poor quality of the recording and this might be because recordings have bad audio and the teachers usually do not have all the technology available at work to play them with a good quality of audio. Teachers also mentioned on their questionnaires that students sometimes have difficulty listening to recordings with poor quality, this influenced on their understanding and comprehension of the language because students usually asked them to read scripts or repeat the audio as they could not listen clearly what the audio says. Additionally, students mentioned that the sounds of the recordings and the poor quality of these listening passages did not provide them the opportunity to listen clearly and concisely, also they usually asked the teachers to reinforce their listening using the scripts. Recorded materials used in listening classes should be high quality because the poor quality of sound system according to Azmi et al. (2014) can have an impact on the comprehending of learners' listening. For example, when the passage is recorded with noises around and the cd is used for a long time the quality is worn out, the listener usually does not get a good understanding of the message, and even more does not get any relevant idea, the listener gets frustration because he cannot focus on the activity.

## CONCLUSIONS

The poor vocabulary, lack of grammatical structures, and short time of exposure to the target language causes the difficulty to comprehend any listening activity; this difficulty is a consequence of the absence of daily English practice inside classrooms.

Students are not habituated to listening to real conversations, lectures and listening passages, they are not exposed to natural speech during classes which difficult the comprehension of any listening that contain hesitations and pauses.

Students prefer listening to the teacher rather than the recordings, because the speakers on the recordings speak too fast and for this reason they do not understand any listening activity.

One of the problems that students face is that the grammatical structures and the vocabulary in the listening passages interfere with their listening comprehension because the passages used have advanced structures and they are not appropriate for their level of English.

The background and the time of exposure to the target language affect the comprehension of the language and make a significant increment or decrement on the listening ability to understand.

## RECOMMENDATIONS

Teachers from high schools need to expose their students to listening activities that help them comprehend what others say in English. One of the strategies to enhance the listening skill is to expose students to daily listening, real conversations and a variety of vocabulary. This information needs high quality, natural audio and helpful words to improve the language and comprehend listening.

Another recommendation is to use interactive listening. In other words, it is better to talk to the students directly face to face during class than just listening to a recorded TV show, radio program, passage recording, or podcast. Group work or collaborative learning is a good way to learn and improve listening, this will help students to interact, lose their fear to the language and give motivation to work harder on their listening skills.

Regarding to uninteresting listening passages, it is better when students suggest to the teachers to find any topic they are interested on. The teachers need to be open to any suggestion that could improve their listening activities. Furthermore, the topics and the listening passages need to be chosen according to the the level and age of the learners. This means that teachers need to plan their classes with a good material which needs to be introduced before class with new vocabulary and useful phrases, so the students can comprehend better the activity.

Some people involved in the English teaching process agree on the conviction that learners have to spend hours and hours listening to people speaking English, but if they do not enjoy something, it will be hard for them to continue and ,as a result, they will get bored, so it is a good idea that teachers expose students to fun listening activities so they can love and enjoy the language.

Commonly, when students only practice English inside the classroom, they might only listen to the same pronunciation. As a result, they are not prepared to understand something that sounds naturally or a little different. Foreign language learners should not just listen to the same pronunciation all the time, they need to be exposed to extensive listening and to different teachers. Every year the teachers need to rotate through all the classes. In other words, teachers should work on different classes with different students.

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## **ANNEXES**

## ANNEX 1



### UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

#### OPEN AND DISTANCE MODALITY

#### ENGLISH DEGREE

#### STUDENT'S QUESTIONNAIRE

Estimado estudiante,

La presente encuesta tiene como objetivo obtener información para conocer cuál es su opinión sobre las dificultades que usted tiene para escuchar comprensivamente en las clases de inglés. Cabe señalar que esta información será utilizada con propósitos académicos exclusivamente; por lo que, le solicitamos comedidamente contestar el siguiente cuestionario:

**Instrucciones: Marque por favor la opción de frecuencia que más refleje su criterio (UNA SOLA RESPUESTA POR NÚMERO).**

#### Dificultades como oyente

No.	Enunciado	Nunca	Rara vez	A veces	Frecuente mente	Siempre
1	No entiendo el tema que escucho en inglés y por ello debo usar mi conocimiento o experiencia previa sobre el mismo					
2	Me es difícil entender lo que escucho en inglés y por ello debo escuchar todos los detalles para					

	entender la idea principal					
3	Tengo dificultad en hacer las actividades del texto que escuché en inglés por la falta de conocimiento del idioma					
4	Después de que el profesor pausa la grabación, me es difícil predecir (adivinar) la idea que continúa en el texto escuchado.					
5	Me es difícil mantener un diálogo corto en base al texto que escuché en inglés.					
6.	Es difícil para mí tener una idea general del texto después de la primera vez que lo escuché en inglés.					
7.	Me siento nervioso y preocupado cuando no entiendo el texto que escuché en inglés.					
8.	Me es difícil entender el texto que escucho en inglés porque el tema no es de mi interés					
9	Me resulta más difícil comprender en inglés el texto grabado que el texto leído en voz alta por mi profesor(a)					

### Dificultades con el hablante

No.	Enunciado	Nunca	Rara vez	A veces	Frecuente mente	Siempre
10	Me es difícil entender lo que dice un extranjero que habla inglés porque titubea (duda) y hace varias pausas mientras habla					
11	Cuando escucho me es difícil entender el significado de las palabras en inglés porque el que habla no las pronuncia claramente					
12	Me es difícil entender lo que escucho en inglés porque quien habla lo hace muy rápido					
13	Es difícil para mí entender lo que escucho en inglés por las diferentes formas de pronunciar de los hablantes					

### Dificultades con el texto que escucha

No.	Enunciado	Nunca	Rara vez	A veces	Frecuente mente	Siempre
14	El tipo de vocabulario utilizado en el texto que escucho en inglés no me permite comprender el tema					
15	Las estructuras gramaticales que hay en el texto que escucho en inglés interfieren con mi habilidad de escuchar comprensivamente.					
16	La extensión del texto que escucho en					

	inglés me impide interpretar el mensaje					
17	El contenido del texto que escucho en inglés es abstracto.					
18	La mala calidad de las grabaciones de los textos que escucho en inglés en el aula no me permiten comprender el mensaje del tema.					

**¡Gracias por su colaboración!**

ANNEX 2



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

La Universidad Católica de Loja

**MODALIDAD ABIERTA Y A DISTANCIA**

**TITULACIÓN DE INGLÉS**

**CUESTIONARIO DEL ESTUDIANTE**

**STUDENTS' INTERVIEW**

1. ¿Cree Ud. que le es difícil escuchar comprensivamente en inglés dentro del aula?

Si ( ) No ( )

¿Por qué \_\_\_\_\_  
\_\_\_\_\_

2. ¿Cuál de los siguientes elementos cree Ud. que dificulta su habilidad de escuchar grabaciones en inglés en su aula?

Usted como oyente ( )

El texto que escucha ( )

El hablante (quien emite el mensaje) ( )

¿Por qué \_\_\_\_\_  
\_\_\_\_\_

3. ¿Según usted, qué factor(es) hace(n) que escuchar grabaciones en inglés en su aula sea difícil?

Mencione al menos tres por cada elemento y el por qué

El oyente ¿Por qué?

\_\_\_\_\_

El texto que escucha ¿Por qué?

\_\_\_\_\_

\_\_\_\_\_



El hablante (quien dice el mensaje) ¿Por qué?

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4. ¿Qué hace Ud. cuando no entiende el texto de la grabación en inglés que les hace escuchar su profesor en el aula?

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APUNTES EXTRAS DE LA ENTREVISTA EN RELACIÓN AL TEMA:

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**¡Gracias por su colaboración!**

ANNEX 3



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

La Universidad Católica de Loja

**OPEN AND DISTANCE MODALITY**

**ENGLISH DEGREE**

**TEACHER'S QUESTIONNAIRE**

Dear teacher,

The aim of this brief questionnaire is to obtain information concerning your opinion about your students' listening comprehension difficulties in the EFL classroom. The following information will only be used for academic/research purposes. Please answer the following questions as honestly as possible based on the following criteria.

**Instructions: place an (X) in the box that best reflects your personal opinion**

**The listener**

<b>Item no.</b>	<b>Statements</b>	<b>Never</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
1	I use my experience and background knowledge of the topic to understand the listening passage					
2	I listen to every detail to get the main idea of the listening passage					
3	I find it difficult to do listening activities because of my lack of					

	knowledge of English language					
4	After my teacher stops the recording, I find it difficult to predict what will come next					
5	I find it difficult to hold a short dialogue after listening to a passage					
6.	I find it difficult to get a general understanding of the message from listening for the first time					
7.	I feel nervous and worried when I do not understand the listening passage					
8	I find it difficult to understand the listening passage because it is not of interest to me					
9	I find it more difficult to listen to a recorded text than to my teacher reading aloud					

**The speaker**

<b>Item no.</b>	<b>Statements</b>	<b>Never</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
10.	I find it difficult to understand natural speech which is full of hesitation and pauses					

11.	I find it difficult to understand the meaning of words which are not pronounced clearly					
12.	I find it difficult to understand well when speakers talk too fast					
13.	I find it difficult to understand well when speakers talk with varied accents					

**The listening passage**

<b>Item no.</b>	<b>Statements</b>	<b>Never</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
14.	Vocabulary used in the listening passage interferes with my listening comprehension					
15.	Some grammatical structures in the listening passage interfere with my listening comprehension					
16.	The length of the listening passage hinders me to interpret the message					
17.	The content of the listening passage is abstract					
18.	The poor quality of recording does not allow me to understand the listening passage					

**Thanks for your collaboration**