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Investigating Listening comprehension problems and strategies

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DEDICATION

I dedicate my dissertation to my father who has been a constant source of support and encouragement during the challenges of studying and life. A special feeling of gratitude to my loving mother who first taught me the value of education. I also dedicate this dissertation to my maternal grandmother "Denia", and also to my siblings (Kheira, Chaima, Yacine, Islam and Abdelbasset).And do not forget to thank my friends (Rania, Rabia and yasmine) and every one i love.

Belaid Fatma

DEDICATION

As always, first thanks to Allah for giving me the chance for better education and help.

I would like to dedicate this work to greatest people to my heart, my beloved mother for her love, help, support and moral assistance during my studies and life. And my cherished father for his tenderness that have always been in the back of my every thought, may Allah bless them. Also I dedicate my dissertation to my dear brother (Abdou) who have constantly been my side whenever I felt the need; you are my best friend, and also to my sister (Marwa) who never left my side. To my friends (Souad, Rania) and others who have always trusted and support me in whatever I do. Finally, i mainly contribute this work to all my family.

Boucetta Sara

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Abstract

In last few decades, listening is one of the most pivotal skills has been given more attention due to the significant role that is plays in foreign language learning, but sometimes listening is finding difficult for many learners. The present work aims to shading light at the listening comprehension problems and strategies. It investigate the difficulties that prevent EFL learners from listening in the class. Therefore, it introduce some techniques and strategies to enhance and promote learner's listening and develop their abilities and skills. It is attempt to explore the problems that hinder learners for listening like the quality of record material, the cultural differences, accent, unfamiliar vocabulary, length and speed, physical condition and lack of concentration. We choose to work on third year LMD students at Tiaret University in English department. Our work is devided into two parts, theoretical part and the practical part. In the practical one, the data collected from 70 learners using questionnaire and structured interview, and the data analyzed both quantitatively and qualitatively. And the obtained result indicates that there are some problems that prevents learners from listening in the classroom. At the end some strategies and techniques were presented to enhance learner's listening comprehension.

Key words: Listening comprehension**,** EFL learners**,** listening strategies, listening problems.

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LIST OF ABBREVIATION

EFL: English Foreign Language

LMD: Licence Master Doctorate

CD: Compact Disc

MP3: Moving Picture -3 audio

ELT: English Language Teaching

L2: Second Language

BBC: British Broadcasting Corporation

CNN: Cable News Network

ESL: English as a second language

MIT: Massachusetts Institute of Technology

FL: Foreign Language

SL: Second Language

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Language mastery implies being equipped with its four skills (reading, writing, listening, and speaking). Those skills are to be necessities for successful communication regardless to playing vital role in any language learning quest. In this study, the focus will be on the listening comprehension skill which is considered the major difficulty of learners in general. Listening is considered uneasy task because of the process that starts from receiving the message differently to interpreting that message until responding to the message

The first responsible on succeeding the listening comprehension process is the teacher since he/she is the first to present young learners to the new language. Then, the learner him/her self at an advanced level would be responsible of his learning in general and the listening skill in particular.

For a successful learning of English, the four skills previously mentioned should be integrated effectively in a way that helps students meet their social needs first and the standards set by the teachers second. This encompasses listening and speaking; these two skills are highly interrelated and work simultaneously in real life situations. So, the integration of the two aims at fostering effective oral communication. This integration will assure real-life and purposeful communication. Reading and writing: they form a strong relationship with each other as skills. They are tools for achieving an effective written communication. Students need exposing students to gradually challenging reading materials and writing tasks. The aim is making students read and write effectively. In fact, the integration of listening and speaking with reading and writing will m opportunities to develop their reading and writing skills. Developing students' competencies in reading and writing requires that learners good listeners, speakers, readers and writers so as to be able to communicate effectively. The mastery of these skills is a gradual process. Teachers, for instance, should expose learners to gradually challenging tasks and materials.

1) Background of the Study

For learners who are studying English as foreign language, it is very important to experience oral communicative situation in which they listen to authentic sources that provide them with the right language use to express their own views and opinions, and to

develop their oral fluency and accuracy, which are very essential for the success of any foreign language listening performance.

Listening to English native speaker is necessary and useful as an educational strategy to improve the listening skill, it play a pivotal role in the process of foreign language learning, regarding the fact that listening comprehension is an important skill to develop, and it is essential and significant to achieve a good listening and to solve the listening problems that EFL learners meet.

Since knowing the language is different from being able to listen; many EFL learners find difficulties to listen in the classroom or even outside the classroom; and those difficulties may be a result of several reasons, but the most important one is the lack of listening to English natives for a better and a correct English performance. English teachers need to pay more attention to develop their learner's listening performance by making them exposed to authentic sources frequently, through listening courses, by using appropriate techniques such as songs, conversations, records…ect. And also teachers should create an enjoyable atmosphere in the classroom to avoid boring among learners and draw their attention. So the main purpose behind this investigation is to shed light on the importance of listening to English natives and its impact on developing the listening comprehension performance.

2) Statement of the Problems

There are many students in the department of English at Ibn Khaldoun University of Tiaret, who listen and speak the English language in an inappropriate way with the lack of concentration, automatically they will face a lot of obstacles in listening comprehension, and this may be because they neglect the role of listening in their attempts to develop their listening skill. For this purpose, we aim at explaining and investigating the role of listening to English to developing EFL learners listening performance.

3) Rationale

Listening a foreign language needs the mastery of its skills, listening skill or listening performance is considered to be the most important element in the process of foreign language learning, because it enhances learner's ability to use the other language arts, and allows them to follow directions, understand expectations, and make sense of oral communication. More than that listening skill can help to navigate through difficult

conversations, and improve overall communication, by the end of the study EFL learners will be more convinced that listening is the most important skill for developing their educational level, and teachers will also pay more attention to the integration of authentic materials in their listening classes.

4) The Aim of the Study

The main purpose for this study is to investigate the listening comprehension problems and strategies to EFL learners, as well as investigating to what extent listening to English could help the third year LMD students of Ibn Khaldoun Tiaret University to improve their listening performance, and also to make them aware about its importance. Students are not exposed to listen because of the lack of motives, so this research is conducted to check listening comprehension problems, and also how can teachers help their students to overcome their listening comprehension problems on students' listening motivation.

5) Research Questions

This study attempts to give satisfactory answers to the following questions:

- What are the problems encountered by 3rd year EFL students in listening comprehension?
- Do 3rd year EFL students use any strategies in order to improve their achievement in listening comprehension?
- What are the appropriate techniques and strategies that can be used by teachers and EFL students to enhance the listening skills?

6) Research hypothesis

- EFL students may face many problems in listening comprehension because of quality of record materials, lack of concentration, accent, unfamiliar vocabulary. Anxiety; self-esteem may affect the EFL students in listening comprehension.
- 3rd year EFL students use a number of strategies in order to improve their listening comprehension.
- The good practice of speaking skills improve the listening comprehension.

7) **The layout of the study**

This research study consist of three main chapters. The first chapter is concerned with reviewing the literature related to the four skills of the English language (Listening, speaking, reading and writing). Each skill is being described repeatedly in this chapter. Then, the scope is being limited to the Algerian context where the listening comprehension skill is studied deeply. The second chapter deals with listening comprehension problems and strategies. It sheds the light on some points regarded to be problems facing English learners when listening. In addition to that, it proposes some strategies that could make listening comprehension an enjoyable task. The third chapter is devoted to the practical part of this study. It is concerned with data gather, analysis, and interpretation to come out at the end with clear understanding of the problem facing third year EFL students when listening besides trying to figure out the major strategies they use to overcome their listening comprehension problems.

Chapter one : Literature Review

Introduction

Listening is the most critical communication skill. Students are involved in various listening situations most of the time. The listening skill should be a major area of concern to teachers and students of a second or foreign language. In this regard, this chapter attempts to focus on the status and the important of English teaching listening comprehension in Algeria specifically. The concerns of this chapter tends to summarize what is essential to be known about the listening process as it relates to foreign language learning.

This chapter is intended to provide an overview and definitions of the key concepts, issues involved in understanding listening. Furthermore, this chapter discusses the nature and types of listening, the difference between listening and hearing, stages to improve the students' listening skill, and process of listening.

I.1. Language skills

The contentment that one learns a variety of skills in order to obtain and use a language has be en expressedin the field of second / foreign language teaching and learning for several decads now, but theoretical-conceptualization and realistic guidance for classroom implementations have been a matter of continuous re-examination. With the growth of the Direct and audio-lingual methods the main interest became the four language skills: listening, speaking, reading and writing, their sequencing and implementation of effective instructional techniques for their teaching in classroom conditions, which, as we understand it now, is a too narrow view of the issue.

It is clear that the main purpose of learning English as a foreign language is developing the four language skills. However, in the context of Algeria particularly, second year students these skills are not developed well, what causes linguistic weakness and lack of oral proficiency. The traditional way of teaching language and the exaggerated use of grammar approaches, in addition on the lack of learning resources may lead to the lack of motivation for the students to learn English. There have been extensive discussion in the literature on integrated skills, but in their initial chapter, the editors make a strong case for treating each skill separately, based on practicality, accessibility and convenience for the reader . It is also true to say that individual skills are often emphasize even when doing mundane tasks and activities in daily life, such as watching TV or reading books, in academic life, where many of these studies are situated, the focus on individual skills can be even greater and require special

attention to ensure success. The organization of the book by skills, listening, speaking, reading, and writing is therefore appropriate.

I.1.1. Listening Skill

The listening skill has been defined in various way by educators and scholars. According to Tyagi (2013).Listening is a language modality, it is considered as one of the four basic skills of language, listening, speaking, reading and writing. Listening requires a sender, a message and a receiver. Also it is defined as the capability to understand the spoken language, (Ranking, 1926) as cited in (Worshington, & Bodie, 2018). And further definition by Steil et Al (1983) as cited in (Worshington,& Bodie, 2018:70); listening is comprised of four associated activities, sensing, interpreting, evaluating, and responding. Furthermore, they argue that the three initial components of listening are affective, behavioral and cognitive. Affective elements of listening address the perception of individual toward listening as well the motivation that is extracted from listening activities. Listening behavior consist of verbal and non-verbal actions which mark attention and interest. Cognitive elements of listening; individuals used internal operations attending to comprehend, interpret, evaluate, and make sense of spoken language.

I.1.2. The Speaking Skill

Speaking is the use of language to express meaning, it is one of the four skills of the English language, and it was defined by many researchers. According to Luoma (2014), speaking is also the most difficult skill it is the first thing that is judged when interacting face to face in real time, between an interlocutor and candidate, it is the process of by which students try to use any in all the language forms at their command to perform some types of oral tasks.

Speaking is considered as one of the most important skill that needs to be improved in order to achieve good communication skills. It is a linguistic activity consists of several elements like language itself in terms of pronunciation (sounds), morphology and lexis (words and their parts), grammar and syntax (structure), semantics, discourse (conversation and utterances), pragmatics (usage and its rules), fluency (case of speech, confidence, coherence, and speech). In addition tp topicality (themes and ideas). Speaking is a complex process because EFL

learners need to enhance their grammar. Vocabulary functional language and to develop their communicative skills as well at the same time. (Alam, 2012).

I.1.3. The Reading Skill

Reading is the third of the four language skills, Psaltou Joycey regards reading as a complex activity that is used by individual to perform something in an easy and fast way, includes perception and thought. Reading skill is something that you can do on your own that greatly broadens your vocabulary. Therefore, high valuables skills, activity and it is recommended that English learners try to read as much as possible.

According to Urquart & Weir (1998), "

Reading skill is cognitive ability which the person able to use when interacting with the written text. Reading is a means for language acquisition, communication and sharing information and ideas, it is a complex interaction between text and reader shaped by prior knowledge, experience, attitude and language community.

Urquart & Weir (1998), distinguished between five kinds of reading: scanning, skimming, search reading, careful reading and browsing; and each one of them has its own peculiarities.

A. *Scanning:* it is fast reading that does not pay attention to all the details given in the text, and ignore everything you are looking for.
B. *Skimming:* this is a good way to read quickly, it focuses on the title, the line of the article, the sections; there is no need to read every word of the keyword.
C. *Careful Reading:* reading is a slow process that begins at the beginning of the run and continues until the end. That means reading for the details.
D. *Brow*sing: it means looking at a text to see what it looks like, is it the right kind of book that gives on overall ideas.
E. *Search Reading*: the reader wants to answer the set question or provide data.

I.1.4. The Writing Skill

Writing is an incredibly complex intellectual tasks, where the writer simultaneously exhibits control over changes. Strong writing skills can boost chances of success for students. Writing is a prime factor of language. It requires strong writing skills for all students to meet their educational and employable needs. Method approach emphasizes writing activities that

transfer learners from ideas generation and data collection to finished text publication. System approach is a learner-centered approach that takes into account learner needs, desires, goals, learning style, skills and expertise.

In general, writing is very important way that communication is conveyed more by writing than any other form of media. Therefore, learners need good writing skills to fulfill their academic and work place requirements. Teachers should inspire their learners to develop their writing skills by instructing them in writing processes and writing rules, such as grammar rules and writing practices.

I.2. The Status of English in Algeria

English has gained popularity in the world. Since the independence in 1962, Algeria has endeavored to develop an educational system tailored to the needs of the population. Considering the historical relation with France, Algeria has always regarded Frensh as a cultural necessity until the late of 1970s.

Since 1997 the globalization policy and worldwide socio-economic reforms, urged the use of English as a medium of communication began to gain more space in globalized Algeria. Moreover, much value has been given to teaching EFL, and English has therefore become a mandatory subject in the curriculum over the century. It is clearly mentioned in the national charter (1976) that English is a means to facilitate a constant communication with the world, to have access to modern science, modern technologies and to encourage creativity in its universal dimension.

Consequently, differences in the use of French started to decrease at the crossroads, leaving more scope for English as second foreign language teaching. English nowadays plays a significant role in nearly all fields, especially in education.

In 2001, the ministry of education declared the reform of education and several improvement have occurred regarding the situation of teaching English. While English is still considered the second foreign language in the Algerian educational system after the French has gained significant attention since the reform of education.

Over all, English is introduced at the middle school stage in the first year (i.e., at the age of 11). It spans seven years, four of which are in the middle school and three in a high school.

Chapter one : Literature Review

This is part of entire cycle of creating new syllabuses, producing new textbooks and corresponding documents.

As a matter of fact, a new working methodology has been adopted which is a competency based approach. That means English is taught as a compulsory course starting from a middle school in first year. However, being a second foreign language in the educational system and because of the historical and social reason, English is primarily learned in formal classroom environment for educational reasons as passing exams, it mostly used and there are a few opportunities other than in school to use it for daily communicative purposes.

I.3. Teaching Listening Comprehension

Teaching listening is the most common communicative activity in daily life which people found hard to be understood because of the many rules of language like stress and pronunciation.

Teachers must follow the four steps; listening, speaking, reading and writing, and also they should encourage their students and provide them with an easy method to understand, it means start from something simple, ask students to talk about what they want to talk about.

Listening is the most important skill for obtaining comprehensible input that is necessary for language development. Many people think that listening is passive but this is false, it involves both bottom-up and top-down processes and requires the use of non-linguistic as well as linguistic knowledge.

The teacher should know how to make students talk fluently if they do not learn how to speak or do not get any opportunities to speak, they may be de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, and creating an enjoyable atmosphere by the teacher in order to avoid boring, students can understand very well and be motivated.

Many of us are struggling to start a conversation and put thoughts or question out there, but we do not give ourselves a chance to listen to what others have to say because we never stop talking, so listening is the most important skill in language learning and it is the basic of any language.

Chapter one : Literature Review

I.3.1. Definition of Listening

Listening is one of the topics that concerns us all, because of its importance as the main factor for handling spoken language, it has a relationship with achievement and development. Listening related to applied and human science for instance, linguistics, education, business and law. Alternatively, anthropology, politic, psychology and sociology in social science. Simultaneously listening is related also with natural science like biology and chemistry, neurology and medicine …ect

According to Tomlison (1994), listening is the ability to realize speaker's pronouncement, grammar, vocabulary, and comprehension of meaning, the listener can do all these things at the same time.

In order to develop learner skill, we should start by listening, the learner should listen to the pronunciation first, after that he repeats it, then he performs again, learns to read it, eventually he learns it. This last does not stratify to the learning of language or the first language because the graphic skills like (reading and writing) frequently forerun the aural/oral skills.

Listening is generally the first thing that a child do in order to know how to acquire the ability to communicate with others. Gestures and mimics can bring a sense to facilitate the understanding of the learner, it means in non-linguistics knowledge. They should give a great value to listening as an important and effective way to develop language, they need to develop and use it. Listening is the most important communication skill. The degree of listening comprehension differs from one learner to another 65% to 90% of time. the majority of learners have a minimal or even nonexistent degree of listening; this is mainly due to the lack of preparation time and as well as the lack teaching materials, in this case the teachers are not sure that their learners are in the right listening situations therefore they hesitate to teach this skill.

"Listening is a fundamental language skill, but it is often ignored by foreign and second language teachers" (Rebecca, 1993)

This means that listening is a simple language skill, but is often overlooked by teachers of foreign and second languages.

I.3.2. Definition of Hearing

In teaching and research, the most important point for the exploration of listening is to consider the basic physical and neurological systems that are involved in hearing sound and its process.

Chapter one : Literature Review

In the definition of hearing, it is considered as the primary physiological system that allows for reception and conversion of the waves of sound. The sound waves can be measured by pascale machine and they are experienced as pressure pulses, those pulses are electrical and they are transmitted from the outer ear through the inner ear to the auditory cortex. If the auditory sensations are received and processed by a cortical area in the brain, they are considered to reach perception. The responses of neurons in the auditory cortex of the brain can be rely modulated by attention, even if we most of time see that sensory perception as a passive process (Fritz et al, 2007, Fadmany, 2003). Moreover, if we look beyond these conversations, our effective experience of participating in events identified our sense of hearing.

Hearing is not like the other senses, it provide unique observational and perception abilities that allow us to perceive the dynamic measures of events and the rhythms of life (Stern, 1999). Furthermore, it allows feeling the rate of human interaction. (Murchie, 1999).

According to Austin (2006), physiologically hearing is a neurological integrated circuits, and a part of the vestibular system of the brain, which is responsible for introspection, balance, and timing, it is the internal body system control. This sense also has a major importance in revitalizing the brain. Sollier (2005) calls cortical recharging of the sensory processing centers in the brain. In human awareness, hearing is the most essential in all of our senses, because it occurs temporarily in real time. That is to say that hearing involves continually grouping incoming sound into pulse-like auditory events that span a period of many sounds (Handel, 2006).

Sound processing is about constantly predicting whatis about to be heard-hearing forward as well as arranging retrospectively whatis already been heard-hearing backward- to create cohesive sound-age packages

Although hearing is a foundation for listening,it is merely a precursor to it.Through the terms hearing and listening in everyday conversation are often used interchangeably, there are essential differences between them. Although sound perception imitates both hearing and listening, the distinction between them is ultimately a degree of purpose. Purpose is known to include many levels, but initially it is intended to identify a distal source and be willing to be influenced by this source (Allwood, 2006).

In psychological terms, perception produces awareness of these distal artifacts through the identification and distinction of energy field properties. The energy field, in auditing, is the air that framing the listener. The receptors senses changes in amplitude, which are subtle movements in the air in the form of sound waves, characterizing their patterns by

incorporating temporal processing in the left cerebral cortex and spectral processing in the right. The trainee identifies patterns in sound waves for several scientific denominations, which is the first stage in which sound is given some meaning (Zatorre et al.,2002; Harnad, 2005; Kaan and Swaab, 2002).

I.3.3. The Difference between Listening and Hearing

As a starting point we may define that hearing is the act of perceiving sounds and receiving sound waves or vibration through your ear while listening is the act of hearing a sound and understanding what you hear. Therefore, as the famous scientist, Kline (1996) as stated that hearing is one of the five senses and it just happens all the time. Whether you like it or not. Unless you have a hearing problem. However, if you listen, you are consciously choosing what you want to hear; you concentrate on what you hear in order to understand the message. Miller (2005) has defined it in another way for example, if I hear a baby crying out loud, in using my sense of hearing, but when I hear a baby cry because he is hungry, it is a form of listening because I have attached a meaning to what I have heard. While Rost (2002) stated that was defined as term reliably recording acoustic signals in the brain.

Hearing is a skill where you use your ears only. It is one of the five senses, listening uses different senses, according to Küpper (1989) the sense of hearing seeing, or sense of touch. However, listening is a skill that lets the sound you hear go through your brain to process the meaning of it. Listening means also observing what you hear, like the speakers' behavior and body language, in order to better understand what the speaker is talking about. Hearing is an involuntary act where you simply receive vibrations through your ears.

Where we find another type of definition according to Vandergrift (1999), they worked together on stating the real rule of listening and hearing so they mentioned that listening is a form of a communication technique that lets you understand, interpret and put meaning to what you hear. Listening can build a better relationship with others, while hearing is just merely receiving sounds through your ears.

Stephen, Lucas 1998 quote that:

 "It involves the vibration of sound waves on our eardrums and the firing of electro-chemical impulses from the inner ear to the central auditory system of the brain, but listening involves paying close attention to, and making sense of what we hear."

That is to suggest that is to suggest that hearing includes stimulating sound waves on the tympanum and triggering electrochemical pulses from the inner ear to the central auditory system of the brain, but Listening demands close attention and a sense of what we are hearing.

I.4. Definition of Listening Comprehension

Is a very complex process and one of the basic skills. for this reason teacher and learner should paid more attention while carrying out teaching and learning for a better learning purpose especially in English.

In listening comprehension learner should understand and comprehend what they hear not just listening, in order to engage in lesson in other words the good listening comprehension lead to more participation in communicative situation.

In some kind of materials learner should listen carefully and effectively for better understanding.

According to Rebecca L (1993), «more positive listening self-concepts can be created by helping students realize that word- for word comprehension is not necessary and that guessing and hypothesis testing are valuable ».

That means the listeners must comprehend the general meaning of the message instead of understanding word for word since not every clue is important for the message.

Different authors have defined the term listening comprehension. O'malley, Chamot and Kupper state that: «*listening comprehension is active conscious process in which the listener constructs meaning by using cue information and from existing knowledge; which relaying upon multiple resources to fulfil the task requirements*» (1989:43)

Another definition has been proposed by Rost who says that listening comprehension is *«a process that helps the speakers understand spoken language»*. (2005:305)

Also Buck (2001) supports the idea and argue that "*listening comprehension is process, a very complex process and if we want to measure it, we must first understand how that process work*" (p, 1).

Thompson and Rubin (1996:331) in which listening comprehension is considered as:

« *an active process in which learners select and interpret information that comes from auditory and visual clue in order to define what is going on and what the speaker are trying to express*»

To sum up, listening comprehension is regarded as the hardest and the most challenging skills.

I.5. The Importance of Listening

Listening takes a major place within communication in people's daily lives. Guo and Wills (2006) underline it as a medium allowing people to get access to many fields such as education, information, social, affairs, ethics and mainly sense of values.

Besides, Mendelson (1994) underline communicating, listening takes up 40-50 %; speaking 35-30%; reading 11-16 %; and writing about 9 %. This fact enlightens the prominence of listening in language learning. Peter (2001) says that spoken language, received through listening, is the easiest language type in learning process. Listening allows the learners to set up a kind of awareness of the coordination of language systems over different levels. As result, it builds a path for extra productive skills.

Besides, listening covers a large portion in the classroom settings. According to Anderson and Lynch (2003), we can notice the major role of listening when we take part of unfamiliar listening environment. Peoples consider the ability to write and speak a second language as the only keys to master a language. Nevertheless, if the listening skill is inefficient, it is difficult to communicate effectively. Therefore, listening is the most important skill in language learning, that is why about 50% of time that students allocated to foreign language learning will be devoted to listening (Nunan,1998). Devine 1982 quote about the importance of listening, he said that: "*Listening is the primary means by which incoming ideas and information are taken in*" (Devine 1982:74)

This means that listening is the main means of taking in new ideas and information. Moreover, Rost (1994) shows the importance of listening in language classroom in the following points:

a) Listening is essential in the language classroom since it supplies input for the learner. Without understanding language input, learning process is unachievable.

b) Spoken language is a mean of interaction for the learner. As learners must interact to get clear picture of the language. Furthermore, learners troubles to understand the language they hear is a motivating factor, not an obstacle, to communication and learning.

c) Authentic spoken language offers the learners a great opportunity of a challenge to comprehend a language as native speakers.

d) Listening activities allow teachers to get learners' attention to new forms such as vocabulary, grammar, new interaction language patterns.

Hence, listening plays a major role whether in our social life or academic environment since it is the key for human beings and namely language learners to complete an effective communication. Anderson and Lynch (2003) underline the importance of listening skills just like the speaking skills. They explain that people can communicate face to face only if both listening and speaking skills are processed simultaneously. Moreover, listening skills are also essential for academic lessons as students receive information and get clarifications (Wallace-Stanha & Walberg – 2004).

Listening is the neglected communication skill. Few who have formal instruction in listening. Although we spend nearly half of our communication time listening, but few of us make any effort to be better listeners. For those who do, however, the effort pays great benefits such increased safety, higher productivity, faster learning, and better relationships (Kleine, 1996: 2).

Listening play a significant role in people's lives. As Guo and Wills (2006) as cited in (yildirim, S & yildirim, Ö, 2016) listening is a means through which people achieve an extensive proportion of their education, their knowledge, their understanding of the world, and their ethics and values. Generally, most people think that their ability of writing and speaking the foreign language means that they know the language and master it, but they cannot communicate effectively unless they have efficient listening skills.

I.6. Improving Students Listening Skills

Developing speaking skills equals a well understanding of the foreign speech. Many effective methods are used in order to improve listening skills, mainly songs, course books with audio CDs, communication, radio, podcasts, special educational sites, audio books and films (as cited in Artyuslina, G., Sheypak, O., Khovrin, A., & Spektor, V. 2011).

In order for learners to improve their listening skills, teachers should look for appropriate tools that facilitate the listening skills, especially the listening of foreign language audio files. In addition, those audio files should not be too difficult, which may de-motivate learners and should not be too easy in order not to make listening uninteresting for learners as well from here, in order to enhance students' listening skills, podcasting is suggested to be used as a

powerful technology that motivates the listening skills (as cited in Artvuslina, G., sheypak, O., Khovrin, A., & Spektor, V. 2011).

I.6.1. E.L.T Podcasting

Podcasts are new technology that appeared in the early 2005. In the current generation, podcasts are found on the web and can be listened or downloaded via the computer. Mp3 or ipad in order to listen to them when having time. Since nowadays students are familiar with digital technology, adapting audio files to learn is not difficult for them

Adams, C. (n.d), and Joggings, D. (2007) claims that ELT podcasts allows students to get access to educational materials for any level, at any place, and at anytime. Podcasts make learners interested in listening to the English language and how native speakers talk. So, it shows the difference between formal English and informal English that are used in most language classrooms and real-life communication events respectively.

Although ELT podcasts have advantages, they have disadvantages as well. Podcasts are not interactive and are a one way delivery which prevent students to get interacted, hence they are considered as a non-participatory listening type.

I.7. Types of Listening: There are two types of listening as follow:

I.7.1. Extensive and Intensive Listening

Listening is crucial element of language learning .However it could be also difficult to improve listening comprehension in English language situation .thus there are two types of listening , the first one is extensive listening and the second one is intensive .these are two terms of distinctive features.

Different situations require Different types of listening. In the classroom situation; students can improve their listening abilities and gain valuable input by being engaged in the listening process through the combination of extensive and intensive listening (Harmer, 1998).

Harmer (1998) described these two distinctive term to have special importance. They allow students to hear a variety of Different voices other than their teachers. «*They help them to develop their pronunciation and require good speaking habit they absorb*» (Harmer1998.228).

Chapter one : Literature Review

a) Extensive Listening

Extensive listening can be defined as listening for pleasure and interest regardless of considering the language and details, is seen as good way to improve listening comprehension.   (Rixon; 1986)

It usually take place outside the classroom and done for its own sake, and the teacher's role here is to guide.

Concerning the material ,today it is easy to reach a large amounts of resources and materials ,such as (passage taken from books, recording stories , TV, radio …)but most importantly the material must be comprehensible ,meaningful enjoyable, and appropriate to the learner level . According to Waring (2003) extensive listening include anything that involve a large amount of text materials that listener can understand easily and smoothly with no text or question. Moreover, the most important materials are taped material authentic which are considered as good took for learner when dealing with extensive listening.

According to harmer (1998), foreign   language teachers can enrich their classes with effective impute carrying out extensive listening through a well-chosen and appropriate tapes and ask students to talk about the one they have enjoyed the most. In other word using taped authentic material means provide students with good listening courses, for this reason there is need to select the listening materials that is appropriate to their level and topic.

Consequently, extensive listening facilitate the foreign language in many ways it is the primary source of language learning. it enables student to improve their other language skills .

b) Intensive Listening

One approach that is still widely used in foreign and second language classroom today is what has been called intensive listening. It refer to «*process* of listening for precise sounds, words, phrases, grammatical units» (Rost2002, 138)

It is practiced in everyday situations. In addition, Rost (1999, p.232) pointed out «*intensive listening exercises are aimed at focusing learner attention on features of the language system once text meaning has been established to some extent* ».

The format of lesson normally consist of three stages which presented by Ranandya (2011)

1. Pre Listening

In which the teacher does some warm-up activities in order to introduces the topic and set the context to prepare learner for passage. Also often occurs new vocabulary and grammar.

2. While Listening

In this stage, the student asked to complete worksheet as they listen to the passage. And the aim of the worksheet is to make sheet focus on some aspect of the passage.

3. Post Listening

In which student do some language analysis, activities to answer comprehension questions and follow up activities.

The success of extensive listening is determined by a number of factors such as the type of material. Extensive listening materials are those stored in tapes, cd or hard disk, which are already available in the classroom or language laboratory.

In addition, the audio material play useful role in intensive listening. According to Harmer (2007) audio material permits learners to listen to a mixture of different voices apart from just their teacher's own voices. It allows them with chance to meet and listen to different character. Particularly, where real people are talking.

Consequently, the intensive and the extensive listening differ widely from each other and they have to be used appropriately.

I.8. Stages of Listening

Tyagi (2013) states that the process of listening takes place in five stages. They are hearing, understanding, evaluating, remembering, and responding.

1) **Hearing:** is a physical response in which the sound waves that simulate the sensory receptors of the ear cause this response; hearing is considered as perception of the sound waves; hearing is necessary in the process of listening. However, listening is not considered as a necessity of hear. Besides, the perception required for listening build upon the attention i.e. Brain screens stimuli select only few to come into focus these selective perception is known as attention which is significant and necessary for effective listening

2) **Understanding:** This step helps for understanding the symbols that we see and hear, we have to figure out the meaning of the stimuli that we have perceived; symbolic stimuli are not restricted only on words, sounds and sights are included. The

meanings that are associated to these symbols are a function of our past associations and of the context in which the symbols occur; stimuli have symbolic meanings. When the listener understands the expected meaning and the context pretended by the sender, a successful interpersonal communication will happens.

3) **Evaluating:** Active listener engaged at this stage in listening. At this point, the active listener measures the information. Distinguishes between facts and opinions, and diagnoses the presence or absence of bias in a message; the good listener does not evaluate the message until it ends; evaluation begin after the message is completed, then starts listening to the incoming message.

4) **Remembering:** Remembering is a significant listening process, it means that the individual added the information to the mind's storage bank not only received and interpreted a message. During the listening process, the listener has a selective attention. He/she selects the information needed; what is remembered may be quite different from what was originally seen or heard

5) **Responding:** at this stage, a verbal or non-verbal feedback occur; the receiver responds with and without words. According to this feedback, the sender or the speaker can determine whether the message is transmitted or not. And determine the degree of successfulness of conveying the message.

I.9. The process of listening

Listening process is the continuing construction of the interpretation to the spoken input .many researcher give more important to haw listener process the input .Richards identifies tow common process that usually mentioned related to that which are the bottom up and top down.

A) The bottom up

Bottom (base: linguistic aspects) to get Up (roof: meaning)

Bottom up is process where the listener use to assemble the massage piece by piece starting from the smallest linguistic unit like phoneme (bottom) to the largest one like complete text (up). (Buck, 2001)

He also argue that:

«listeners assumes that acoustic input is first decoded into phonemes then this is used to identify individual words ,then processing continues on the next higher stage ,the syntactic level followed by an analysis of semantic content to arrive at literal understanding of thee basic linguistic meaning .finally ,the listener interprets that literal meaning in terms of communicative situation to understand what the speaker means». (Buck, 2001, 2)

That means the listener make up their understanding starting with phoneme and combine them into words together to shape phrases , clauses and so on they fulfill literal understanding.

Harmer support the above view that**:** «The listener focus on the individual words and phrases and achieve understanding by starting these detailed elements together to build the whole». (Harmer ,2001,201).

And to simplify that Peterson (1991) noted that: *«The lower level process (bottom up)are triggered by sounds ,words and phrase which the listener has as they attempt to decode speech and assign meani»* *(p,109).*

 To conclude the bottom up processing is more important than the top down at the limit level of listening proficiency.

B) **Top down** :

Richards state the top down refers to «the use of background in understanding the meaning of the message». (Richards, 1990:51)

   Moreover, Helegsen and brown pointed out that: «Top down process is the opposite of Bottom up, the student start from their background ». (Helegesen, brown ,1995,x)

In addition, for more explanation Harmer (2001) indicates that this process takes place when learners use their expectations that come from background knowledge that we have in memory in order to predict what the speaker may say or intended to say.

In other words, when the listener can relate what he is about to hear with something known in previous knowledge, this helps them to understand what they hear well.

Richards (1990) states that background knowledge may take several form previous knowledge about the topic of discourse, situational or contextual knowledge and the knowledge stored in the form of schemata and script. Schemata is the plural of schema**.** Humbert (1998) as defined it**:**

"Data structure is the generic concept stored in the memory .it can be use to represent our knowledge about all concepts: those underlying objects, events, sequence of events; action and consequence of actions"

Additionally Carrol and Eisterhold (1983) pointed out that schemata is divided into two types the first one is content schemata and the second one is formal schemata.

a) Content Schemata: it is the cultural knowledge of different topics and comprises knowledge gained from range of sources and previous experiences.

b) Formal Schemata: also called rhetorical schemata derived from our knowledge of the structure and organization of discourse genres and both of them facilitate the listener's comprehension.

Finally, these two process help the listener to understand the language meaning of the speakers.

Conclusion

The theoretical part of this dissertation is created to providing the base for our investigation dealing with the problems of listening comprehension and strategies that are suggested to avoid such problems. It was a necessity to deal with the significance of English listening comprehension in Algeria. In this part, language is delt with as a major title also the key concept that is listening and its nature, types and processes. We distinguished between listening and hearing. All what is mentioned before is a background for our topic which is going to be dealt with in the second chapter closely.

Introduction

It has been repeatedly reported that most students confronted many obstacles that prevent them for understand what the speaker or teacher say.

We well try in this chapter to outline and mention the factors that make listening difficult then, it sheds the light on the potential problems that EFL learners may encounter in listening comprehension. As well, followed by the ways of helping learners overcome their listening comprehension problems. Moreover, we are going to highlight the motivational strategies that help EFL learners to listen. Finally, the chapter ends with teaching listening comprehension with technology.

II.1. Factors that make Listening difficult

The listener faces many difficulties while listening to FL/SL in term of their inability to understand and interpret the spoken message. So improving learner's comprehension is strongly related to identify different factors.

According to many experts (Dunkel, 1991: Richards, 1983 and Ur, 1984), there are eight factors that make listening difficult as follow:

1) Clustering: Due to the memory limitations, we break down speech into smaller group of words, which called clustering. Therefore, you need to help students to pick out a manageable cluster of words.

2) Redundancy: it is a kind of rephrasing, repetitions, elaboration and insertion of «I mean and you mean»; «here and there". Here the hearer can benefit from that redundancy by becoming aware of it and looking for it signals. But if there is a little redundancy such as in planned monologue », there is a few extra time and information and this create a difficulty to understand listening comprehension.

3) Reduced Form: the spoken language has also many reduced form and sentence fragmants.it can be phonological, morphological, syntactic and pragmatic .and in this case listening comprehension become more difficult.

4) Performance Variables: in spoken language, hesitation, false start, pauses an correction are common .besides there will be a number of different speakers, with deferent dialect .and this pose significant difficulties especially to classroom learners.

5) Colloquial language: is another problem that can interfere listener in real life because Idioms, slang reduced forms and shared cultural language are all part of spoken language .colloquialism appears in both monologues and dialogues.

6) Rate of Delivery: all we know is that native speakers speak too fast. If the speech is one of fast rate, student face difficulty to keep up the conversation or the lesson. However, slowing down and speaking distinctly allows them to comprehend more and improve their listening comprehension. According to Goss (1998), using pauses helps to achieve the accuracy and the effectiveness of listening comprehension.

7) Stress, Rhythm and Intonation: The prosodic of English language are very significant for listening comprehension. They are almost much more difficult than understanding the smaller phonological bites and pieces. By stress rhythm and intonation listener can understand when the speaker is conveying the message like sarcasm, insults solicitation or praises.

8) Interaction: Interaction will play a useful role in listening comprehension .student need to know some rules of interaction which are negotiation ,clarification attending signals ,turn taking ,topic nomination ,maintenance and termination .to learn to listen is also to learn to respond because a good listener "in conversation " is good responders.

II.2. The Potential Problems in Language Listening Comprehension

Listening comprehension is a complex process for most EFL learners. They find it difficult to comprehend spoken input and this tells us that there is something about teaching listening that needs to be explored. Thus, there are many difficulties, which may appear during or before listening.

II.2.1. Quality of Record Material: Even we are in 21st century; there are some classrooms that did not keep up with the age of technology. In some classes teacher use some record materials that do not have high quality , may be have unclear pronunciation and this can impact the listener comprehension

Additionally, another barrier that was agreed by underwood (1989) was the lack of visual support EFL learner listen to recording without seeing the facial expression and body

language of the speaker, which make listening comprehension difficult. That means teacher should provide students with classroom environment that has a variety of visually and mentally stimulating materials.

Furthermore, when the material consisted of long conversation and this cause a difficulty in listening comprehension. In addition, the quality of the sound system can effects the understanding of listening.

II.2.2. The Cultural Differences:
According to Sapir (1921) *«language cannot exist without culture …culture can be explained as what the society thinks and does, and the language is the expression of ideas of the society »* (60; 90).

Also Trudgill (1983), state that: "*language is like a mirror that reflects the national culture of its speakers»*

That means the learner should be familiar with the cultural knowledge of the language because it plays great role in understanding the context.

Furthermore, according to Anderson and lynch (1988, 35) *«grapes in our knowledge of L2 culture, of the association and references available to native users, can present obstacles to comprehension »*

The topic given by the teacher may contain different cultures than the student have, and this may create critical problem in their comprehension

Thus if learners are not aware of the deferent aspect of L2 culture, they may face greater problem in listening comprehension. For this reason, teachers must give background knowledge about the listening activities in advance.

II.2.2.1. Accent:
According to Goh (1999), 66% of learners mentioned a speaker's accent as one of the most significant factors that affect listener comprehension.

In short, there will be a number of different speakers, with distinctive accents such as British, American and Australian. Many of the students admitted that the matter of accent also troubles them when having a listening test. So learners did not know that accent is very difficult for them to catch what has been said. Therefore, what listeners have to do is to practice more with the aid of teaching tools and try to learn not only the English language but also variations of it in order to enhance their own listening ability.

II.2.2.2. Unfamiliar Vocabulary: Vocabulary is one of the most important issues in listening comprehension because it is used to convey the meaning. However, sometimes the listener faces difficulties to catch the oral information. Butt (2010), stated that the major problem hindering listening comprehension was that the student's vocabulary was too limited. Besides, the speakers may choose words the listeners does not know ex: political science or new technology, which may cause them to stop and think about the meaning of that word and this lead them to miss the next part of the speech and reduce their interest and motivation.

According to Hang (1998), listening passages with known words are easier for listener to understand even if the theme is unknown to them. However, the problem here is that many words have several meanings and this puts the learner in confusion.

II.2.2.3. Length and Speed: Carrol (1977), states that if the text contains a lot of information, it is not easy to store everything in the mind, exceptional listening ability and strategy required to understand. in this case, Atkins and al (1995) pointed out that short listening text facilitate the listening process and reduce the boredom and keeps the learner's focus alive .also the level of the student very important while listening to long parts and receiving a lot of information and keep it in mind .

Another reason is the speed which has significant effect on the student understanding .if the speaker speak too fast learner may have difficulties to catch the oral message.
Moreover, the oral message uttered by native speaker is more difficult than that uttered by non-native speakers in other words .the native speakers have higher speaking speed.
Underwood (1998), state that many English language learners believe that the greatest difficulty with listening comprehension is that the listeners cannot control haw quickly. (p16)

II.2.2.4. Physical Condition: Not only the difficulties come from the message, the speaker and the learner but also they come from the environment surrounding the student. it must be suitable as possible for learning, there must be also special conditions for teaching and encouraging students to learn such as the size of the classroom and the temperature of the class which is suitable.
Sometimes the size of classroom creates a challenge for teachers and makes it difficult for the learners to understand especially the learners who are sitting in the back or who stay next to the windows because they are disturbed by noise that comes from outside.

II.2.2.5. Lack of Concentration: Concentration was another factor that affected student in listening. According to Rost (1994), many pupil *«have difficulties following instructions owing to apparent deficits in attention and concentration such as pupils may not be adopting well to the numerous distractions in typical classroom »* p(119)

It can be difficult for the learners maintaining the concentration in foreign language .but they were obliged to concentrate. It was needed to interpret and catch the meaning from spoken text .because losing the concentration means listening without transcript.

The main reason of the lack of concentration is the fear before doing listening .also when the learner feel nervous or conscious; absolutely they cannot concentrate and lose their focus. Consequently this is the problem can affect listening negatively whether on perception or interpretation.

II.3. Ways of helping Students overcome their Listening Comprehension Problems

Listening problems impede learners' understanding and not all of them can be overcome, but this does not mean that teachers can do nothing about them, they must create an appropriate learning environment, provide his learners with useful tasks, background, and linguistic knowledge to help them discover effective listening strategies. Here are few cooperative ideas as cited in Afaf Hamouda article (2013)

II.3.1. Adoption and Improving Listening Materials

It is clear that students differ in their learning methods, interests and abilities. Then teachers should adopt and state listening materials that match their students' interests and get their attention that can encourage them and make challenge among them in the classroom.

II.3.2. Activating your Students' Vocabulary

Students who have no a great number of words and language functions will face many problems in listening comprehension. They should be supplied with vocabulary and key words that help them to easily and fluently listen and understand what is said. That needs understanding rich vocabulary, language structures and key words, which is also realized by Underwood (1989) and Higgins (1995). However, it is better to activate students' vocabulary but asking them to guess and expect before translating or explaining to students by the teacher.

II.3.3. Using different Kinds of Inputs:

Listening to different and several kinds of inputs has an important and active role for text comprehension, that improve students' skills in learning foreign language, among these inputs for example; radio, TV films, news, foreign songs and making group conversations or phone calls among friends.

II.3.4. Using Visual Aids

It is important to use many visual aids for helping learners in the process of listening and comprehension. Drawing pictures, diagrams flash cards, shapes, gestures or any points related to the listening topic can surely help students to imagine and search in his mind to guess the suitable or close meaning of the spoken words. These visual aids draw students' interest and attention to listen and understand what is spoken, thus they can trickle the obstacles of unknown words.

II.3.5. Accents

In many foreign countries, there are different accents. American accents are quite different from British ones. It is necessary to help students to deal with these different accents to be able to participate in the conversations especially when they speak to native speakers. It is easy to speak to foreigners if they learn their slang tongues.

II.3.6. Pronunciation

To avoid falling in incorrect pronunciation, teachers should guide their students to listen to native speakers. The use of any other ways that are easy to help them imitate by listening and pronouncing such as listening to English films, songs, news or conversations with foreigners when they come to their countries for tourism. By doing so, they can listen to the mother tongue easily and correctly can repeat what they listened to. Thus, they can improve their pronunciation and make conversations with any foreign persons.

II.3.7. Connected Speech

Connected speech is a necessary feature in the process of learning any language. According to Anderson & lynch (1988) connected speech is described as constructions, elision, assimilation, and weak forms, which represent a serious barrier for EFL beginners in their speaking acquisition. Teachers' role is to make their learners capable of classifying the features of spoken language at any time in order to make them familiar with the authentic listening materials where they may listen to natives without any wonder or stress. In this

feature, learners are required to know how to modify and connect words together and produce separate phonemes of English.

II.3.8. Stimulation and Building Students' Objective and Linguistic Knowledge

Teachers should encourage students to guess and discus what they know about the content of the text, providing them with background to understand it, it can help them to concentrate on the main information to listen for. Then they can expect what they are going to hear and connect with what that know, that is a good way to increase the relevance of the information.

II.3.9. Arousing Interest and Motivating Students to the Spoken Message

Students' attention and interest should be aroused by teachers to create a suitable listening environment. In this way, students can listen to what the speaker says and easily have the chance to respond.

II.3.10. Encouraging Prediction

Students in this step are asked to foretell and guess the content of the text then they predict and expect what the speaker is going to say to hear. This is called pre-learning or while-learning strategies. Here, teachers can ask their students to foresee the words, phrases and grammar structures, which will be said later by the speaker, thus students will be self-confident and ready to listen to what will be said adequately.

II.3.11. Using Slow Rate Speech

It is necessary and advised to all teachers to use slow rate speech according to the level of their students. It helps students to guess and predict the content of the text by understanding and translating words and phrases.

II.3.12. Providing and Trying to gain as much Feedback as possible:

Feedback and revising play an effective role in the process of learning and listening comprehension. Feedback helps students promote error connections and encourage them to be self-confident in their ability to overcome listening problems. For teachers, it is good to assure their teaching courses are successful and purposeful.

II.3.13. Improving the Learning Environment of Listening Skill

environment of listening skill is considered as a vital key in the process of listening comprehension. It has a good effect on the quality of learning and teaching listening skill for

teachers and learners too. It can be phonetics laboratory, cassette tapes and recorders, which create a motivating environment for improving listening skill for learners. Pre-communicative and communication activities may facilitate to learners to be fast natural speakers by using good listening strategies.

In order to help learners overcome their listening problems, and improve them, some authors suggested some beneficial methods that may help. Brown (1992) saw that improving learners hearing or listening and giving them context would help them predict. In addition to this, Buck (1995) added the use of pre communicative tasks and activities following a pedagogical framework by Little Wood (1981) which helps learners to adapt with fast speeches and be good at listening. After that, Field (1998) insisted on taking in consideration the listening problems that the learners have and giving activities based on the problems faced by the learners.

II.4. Listening Strategies

Listening strategies are habitually called the cognitive, metacognitive and socio-affective used to supplement and treat shortages in knowledge, they are so important especially for weak learners. Listeners use and obtain these strategies then convey them successfully while listening is the second or the foreign language (Field 1998).

Because of the lack or the absence of all secondary data and additional burden on teachers, researchers confirms that we can use allotted time to teaching strategies and approaches in order to get learners back to practice listening texts.

II.4.1. Sub-skills and Intensive Listening

Field (1998) differentiate between listening strategies and sub skills. He supposed that sub skills are assumed to be seen as capabilities that indigenous listeners surely have, and that second language, learners should learn to check proficiency in the language they are learning. Furthermore, these methods are completely rewarding, and as the learner's listening capabilities improve, he does not need much more. This belief suggests that for long-term development listener must get powerful sub listening skills.

Field records three areas skills have to be promoted: type of listening, the structure of the conversation, and techniques. He encourages blogging practice to help language learners progress their capacity to anticipate what will follow in the listening tasks, class the minimum

number of pairs, and identify three main points. Hedge (2002) also talks about the benefits of learning to practice a full bottom-up listening post-lesson from the lesson.

II.4.2. Comprehensive Listening

According to contemporary research (Renandya & Farrell, 2011). There are favorable effects on supporting comprehension about extensive listening. Renandya and Farrell assume that listening is the most infallible where the listeners are experienced a wide assortment on interesting, entertaining, and best learned content by exposure to considerable amounts of agreeable, pleasant and comprehensible texts of listening. Like wise, Chang and Millet (2014) notes that when students indulge in extensive listening text, in exchange for intense reading, they showed great progress in listening comprehension. Consequently touched on to listening text can facilitate the advancement of understanding, and is very beneficial especially when learning other skills like reading (Stephens, 2011)

II.4.3. Adaptation of Practices to Existing Situation

As long as the weak achievement in terms of students' awareness of listening skill, it is appropriate to implement new integrated technologies. It was needful to recognize these teaching practices in order to conform to the particular learning capabilities and methods of each learner and to respond their learning necessities in the right potential way.

- **Listening Materials**

With reference to the previous research discussed above, a good teacher is the one who succeeds in developing his students4 knowledge acquired in order to facilitate the understanding of a text heard. Complex, difficult and understandable texts lead students to be angry: However, we can suggest short, original and simple texts dealing with motivating themes to put students in an adequate-learning situation. Students should also be directed to prepare a comprehensive list of resources provided on websites and trained to search for them. The principal focus in this regard should be on the continuous effort to improve the learners' motivation level, and on enhancing their knowledge of different aspects of the mother tongue, like stopping and reshaping. Students can use incomplete texts that can be used for listening. Coretta (2012) notes that students may discover that listening comprehension is a difficult skill to master. At this point, teachers are expected to influence change and create more interesting and effective listening tasks.

The teacher must create and assume enthusiastic and effective listening activities that make the student active and motivated, so that they do not have difficulties in hearing and listening skill.

- **Listening Tasks**

The teacher should provide his learners with a large possible number of activities to facilitate the process of understanding and eliminate their anxiety and fear. In addition, the textbook also provide a variety of assignments that keep students interested in audio activities. Students work on specific vocabulary, and then provide them with activities with wide and comprehensive listening. These audio activities benefit the student and make him understand fast and motivate him to receive new activities without boring, because the majority of students prefer audio activities to other ones just because it create an enjoyable atmosphere in the classroom. Another technique used is by providing students with opportunities to listen to details like listening to a text multiple times, but working on various and different assignments each time. Student can then create different responses that can be used in real life situations to listen because they will be more useful and effective that traditional comprehension questions (Field 2002).

II.4.4. Extensive Listening Strategies

Providing students with additional activities is a good initiative by teachers to improve the students' level. These activities are considered as extra homework outside the ministerial programs, this initiative is taken with the aim of growing learners abilities in understanding, such activities are carried out at leisure in the home and then monitored and evaluated by the teacher to motivate students to work and strive more. Students need to hear brief, familiar, and simple texts in the classroom for fun, and then they can be encouraged to do more at home. This additional activity can go along with their own interests, such as a documentary series or movie clip.

II.4.5. Amalgamation with the Additional Communication Skills

Listening skill is not the only skill in teaching, and lessons cannot contain just listening instruction, learners need also to recognize the other teaching skills (reading, speaking, and writing). Adapting the useful learning materials could enhance the process of teaching listening as well as the other skills.

There are several activities that can be suggested; for example learning about the features of pronunciation, developing an understanding of listening, and multimedia processing more often than not. It can be said that maintain of different listening activities to improve listening removes some of the unnatural properties of ear training in the traditional EFL class and brings a number of potential benefits.

II.5. Teaching Listening With Technology

Technology is a way to practice listening and it is used by language teachers. For instance, there are the traditional one such as language laboratories and analogue audio. As well as the modern one which rely on the internet-based media. Therefore, technology helps learners to increase their contact with language. Also, learning process is realized by the authentic and realistic experiences.

Audio Technology definition

Oral communication has a long history, and continues today in classroom teaching and in general radio programming. Hence, the focus will be on recorded audio, which is a very influential educational medium when used well. Audio is considered as Sounds, such as the noise of certain machinery, which can be used to evoke images or ideas relevant to the main element of what is being taught. It offers students a certain kind of information by giving them an additional practice outside the classroom. For instance, enabling students through repetition and practice to master certain auditory skills or techniques (e.g. language pronunciation, analysis of musical structure, mathematical computation), getting students to analyze primary audio sources, such as children's use of language. Also, a recoding can be paused and replayed as many times as needed to understand its meaning.

Following are the most common and widely accepted teacher's choices that can be used to teach listening comprehension in a variety of classroom settings:

songs

- audio books

- radio (e.g., Voice of America, BBC, CNN, and Spotlight Radio)

- listening websites for ESOL (e.g., The English Listening Lounge, Randall's ESL Cyber Listening Lab, English Language Listening Online, Daily ESL, and Focus on English)

- video (e.g., commercials, documentaries, feature films, shows, and educational videos for native and nonnative speakers of English)

- podcasts (e.g., Oh My News, ESL Podcast, and Breaking News English)

- academic lectures (e.g., ITunes University, Academic Earth, and MIT Open Courseware).

Furthermore, to talk about the text book publishers and digital audio on the internet which deals with the commercial listening materials. Several teachers have a preference to make their own recordings to go well with their teaching objectives and their students' listening needs. The undermentioned specific technology options are a tool to present and deliver teacher-and student-made recordings and also oral speech:

- audio and video recorders

- language labs

- Internet-based audio-recording platforms (e.g., Voxopop,

- Voice Thread, and Photo Story)

- audio-recording and editing software (e.g., Audacity and

- Windows Movie Maker)

- online communication tools (e.g., Skype, Windows Messenger,

- and Google Video Chat)

- mobile phones and voicemail

Flowerdew and Miller (2005) argues that "*Actual classroom uses of these and other tools have been described in the literature*". To gain original sources and become familiar with technology, it is interesting to search the internet to learn some video tutorials and play with program or equipment.

Chapter two : Listening Comprehension Problems and Strategies

As you reflect on ways in which technology could supplement your listening class, consider the following:

The first thing to know is that instead of using the traditional equipment like video player and audio which is controlled by a teacher, there are the contemporary one just like internet-based technologies that gives often necessitate an active contribution on the part of learners. Hence, teachers must evaluate student's information about computers before appealing them in an activity and provide exercise for those who are less familiar with technology. Students with no preceding experience to computers will need many training sessions to develop keyboard and mouse skills and acquire some basic terminology.

The second thing to know is that whenever using the internet-based materials, the user must have another backup plan in case of technical troubles. Keep away from falling in the problems such as the audio file does not open on the computer, or the website is down. Also preserve time and embarrassment by recording texts on a CD or tape or reading it loud. Finally, check the availability of the website immediately before the class.

The third thing to know is that playing recording is the best way to teach listening comprehension in which teachers helping an audio passage with a series of objectives like pre-while, and post listening, without disremembering the evaluation tasks, just as with any other activity. It is not showing good that guess students to grasp an indirect cultural nuance on their own. So, in this case it must be brought to their attention, explained and discussed. Finally, technology is a way that you lose sight of listening strategies, and certain modeling and practicing those into your lesson plan as well.

Technology is a field of language teaching that changes very quickly. So, there are some manners with recent development and become familiar with new tools and their classroom applications are:

- participating in professional workshops and conferences

- reading journal articles (e.g., *TESOL Journal*, *The Internet TESL*

- *Journal, Language Learning and Technology*, and *The Journal of*

- *Teaching English with Technology*)

- joining a professional online community such as a forum or

- a discussion group (e.g., NETEACH-L and TESLCA-L,

- two electronic mailing lists devoted to technology in English

- language teaching that are good places to start)

Conclusion

For EFL beginners, it is difficult to understand the spoken language because they do not have enough vocabulary and listening background in target language.

In this chapter we have tried to provide some factors that make listening difficult. The purpose of this chapter was to explore the difficulties that hinder EFL for understanding. Then, to find out the appropriate ways that helping learners to overcome listening problems. Followed by some strategies that help them to solve this difficulties and understand what the speaker say even when they are just beginning in the process of learning foreign language.

At the end we dealt with teaching listening with technology.

Introduction

Listening comprehension is a vital skill to the learning of English. Listening is considered as the first activity adopted by anyone to learn a particular language. In this case, listening comprehension is being investigated regardless to third year EFL students' at Ibn Khaldoun University of Tiaret. Third year EFL students are being asked to fill in a questionnaire and answer a structured interview for the sake of finding answers to the questions raised at the beginning besides confirming or rejecting the hypotheses set. The data gathered from the two instruments will be analysed and interpreted in this chapter.

3.1. Research Design

This study aims at investigating third year license students' perception toward listening comprehension, the problems they encounter when listening, and the strategies they consider crucial to the learning of English. Three main questions were formed on basis of this aim. The first research question sheds the light on the difficulties third year students are facing in listening comprehension lectures. Then, the second question focuses on revealing whether third year students use some strategies to improve their skills of listening comprehension. After that, the researcher looks forward to investigate the appropriate strategies for third year EFL students.

The current work embodies a single case study strategy using an eclectic approach of both quantitative and qualitative tools. The research based on a case study technique is defined as a contextual investigation of a particular phenomenon (Yin, 2009, pp. 18). In other words, the case study strategy is adopted when the context of the phenomenon under study is not clearly evident. Third year EFL students are the case study of this research. An experimental inquiry of their listening comprehension problems and strategies is being conducted under the aim of getting new learning and detailed understanding of this phenomenon.

A mixed approach of both quantitative and qualitative approaches has been chosen to gather efficient data about the phenomenon under investigation. The quantitative approach "*focuses on describing a phenomenon across a large number of participants thereby providing the possibility of summarizing characteristics across groups or relationships*" (Rhodes, 2004). 3/9/2020. The quantitative inquiry is adopted in this study mainly to gather large amount of

information from a large number of participants in a limited time. It enables the researcher to generalize the results to broader population. In contrast to the qualitative research which is a "*descriptive research of the phenomenon in a deep comprehensive manner*" (Rhodes, 2004). This approach enables the researcher to take part in the study and explore the problem in its real context to provide a deeper understanding. The eclectic approach in this study has been adopted to formulate a general representation of third year EFL students' problems and strategies of listening comprehension. A questionnaire and structured interview addressed to third year EFL students are the two data collection instruments used in the process of data gather.

3.2. Participants

Participants are the key pillar of this research. To achieve the aim previously set, 70 EFL students from third year level were selected to take part in this investigation. The 70 informants were all from Ibn Khaldoun University of Tiaret. At first, learners are being informed that they have been chosen to take part in a Master degree research. The, the researcher distributes the printed questionnaire and asks the informants to fill it. Because of the corona-virus this process has not happen. Instead, the data gather has been conducted online.

10 EFL students from the same participants have been selected to implement the second data collection tool, the structured interview.

3.3. Research Instruments

To gather efficient amount of data about the problem under study, different data collection instruments have been used. A questionnaire and structured interview representing an eclectic approach of quantitative and qualitative tools were the instruments applied in this research. A detailed description of these tools will be provided in this section.

3.3.1. Students' Questionnaire

The questionnaire is the quantitative tool chosen to conduct this research study. It is known as a set of written questions delivered to a particular group of people under the aim of gathering data about a particular problem in a limited time. According to Brown (1994, pp. 6), a questionnaire is a written instrument presenting a number of questions to be answered by specific informants. This tool has been chosen due to its ability of gathering large amounts of

data in a limited time in addition to its simplicity in terms of the process of gather and analysis of data.

The used questionnaire consists of 20 questions split up into three sections. The first section is concerned about background information of the informants, and it contains 5 questions. The second section is devoted to listening comprehension problems and contains 9 questions. The third section is about listening comprehension strategies and contains 6 questions.

3.3.2. Students' Structured Interview

An interview is a two way method used to exchange ideas and information between two interlocutors, interviewer and interviewee. It is considered as an effective way of revealing interviewees perception toward the subject under discussion (Punch, 1998, pp. 174). Interviews are defined on basis of the degree of their formality. The structure interview is totally formal and has a list of pre-determined questions to be asked in a particular order.

In this investigation, a structured interview of 9 fixed questions was conducted with 10 EFL students from Ibn Khladoun University of Tiaret. The structured interview provides a short description at the beginning followed by the questions. The questions of the structured interview differ from the questions of the questionnaire. They are designed in a direct way to examine students' problems in listening comprehension and the strategies they think are the most appropriate to improve their listening comprehension skills.

3.4. Data Analysis and Interpretation

The data gathered from the two instruments are analyzed and interpreted in this section. Each question is going to be examined separately.

3.4.1. Analysis of Students' Questionnaire

The items of the questionnaire were almost all closed-ended. The informants are being asked to choose among a given utterances. The choice of these questions was simply to provide manageable and quick answers. The open-ended questions were left for the structured interview. Tables and graph illustrations technique will be applied with each item.

Chapter three : Field Work

Section one: Background Information

Item 1: what is your gender?

This question has no specific aim, yet it tries to categorize the sample. The question provides the informant with two variables, female and male, in which he/she is supposed to choose one of them.

gender	female	male
informants	56	14
percentage	80%	20%

Table 3.4.1.1. *Informants' Gender*

The chosen sample is highly constituents of females since 80% of the informants representing 56 are females and 20% of them representing 14 are males.

Item 2: what is your age?

Although this question is placed in the personal information section, however it aims at revealing the connection between age and listening comprehension problems. Age reflects experience which means that the more informants are older, the more experience they poses in learning English.

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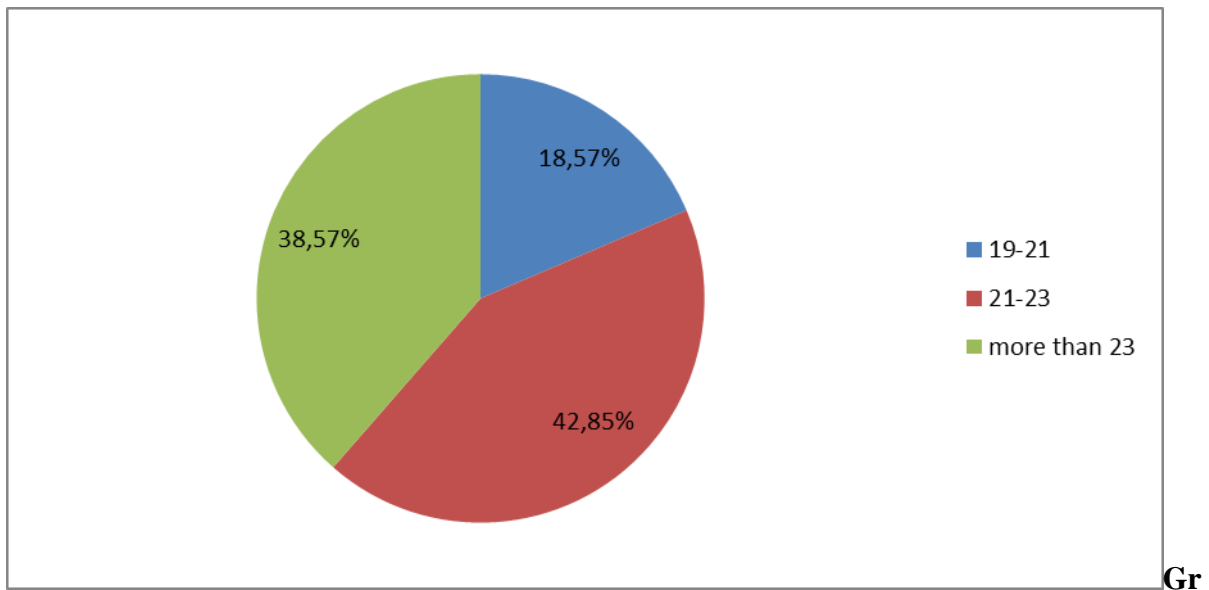
aph 3.4.1.2.*Informants' Age*

As presented in the graph, the majority of informants (30) representing 42.85% are aged between 21 and 23. 27 of the informants representing 38.57% are older than 23. And the rest of the informants (13) representing 18.57% are aged between 19 and 21.

Item 3: what is your first language?

Since the language reflects the cultural background of the informants, we considered to have a deeper understanding of the reasons of listening comprehension problems of third year EFL students through knowing their first language. This question provides the respondent with three variables: Arabic, French and Berber with a possibility of adding another language if none of the utterances meets the respondents' first language.
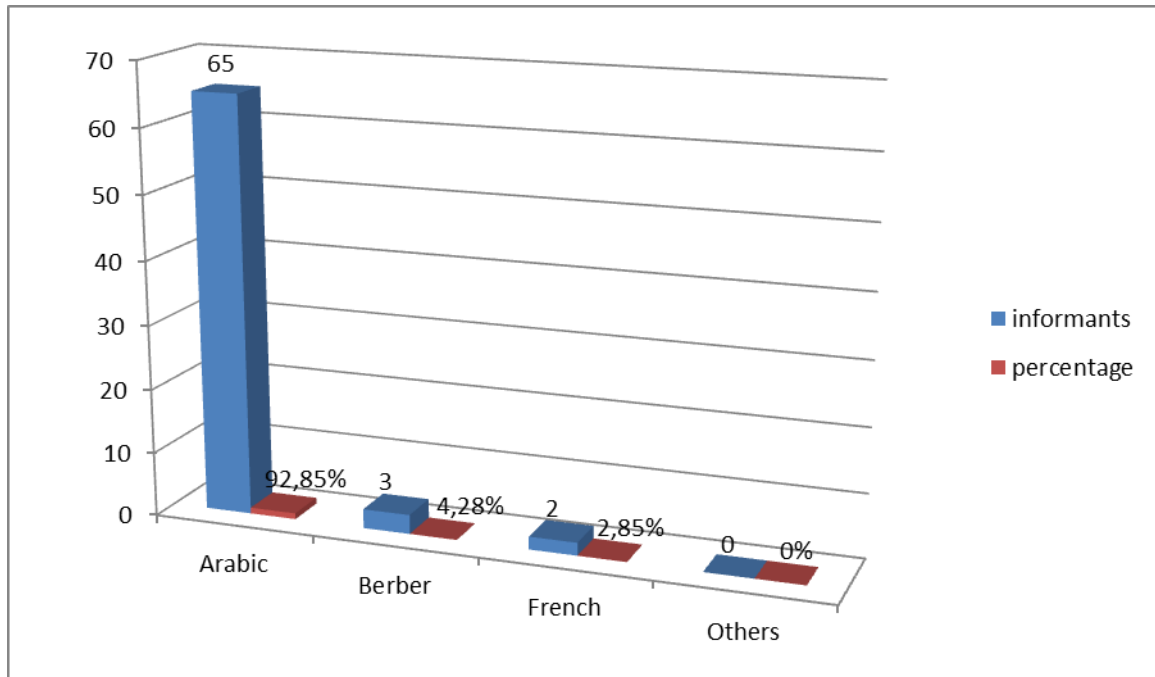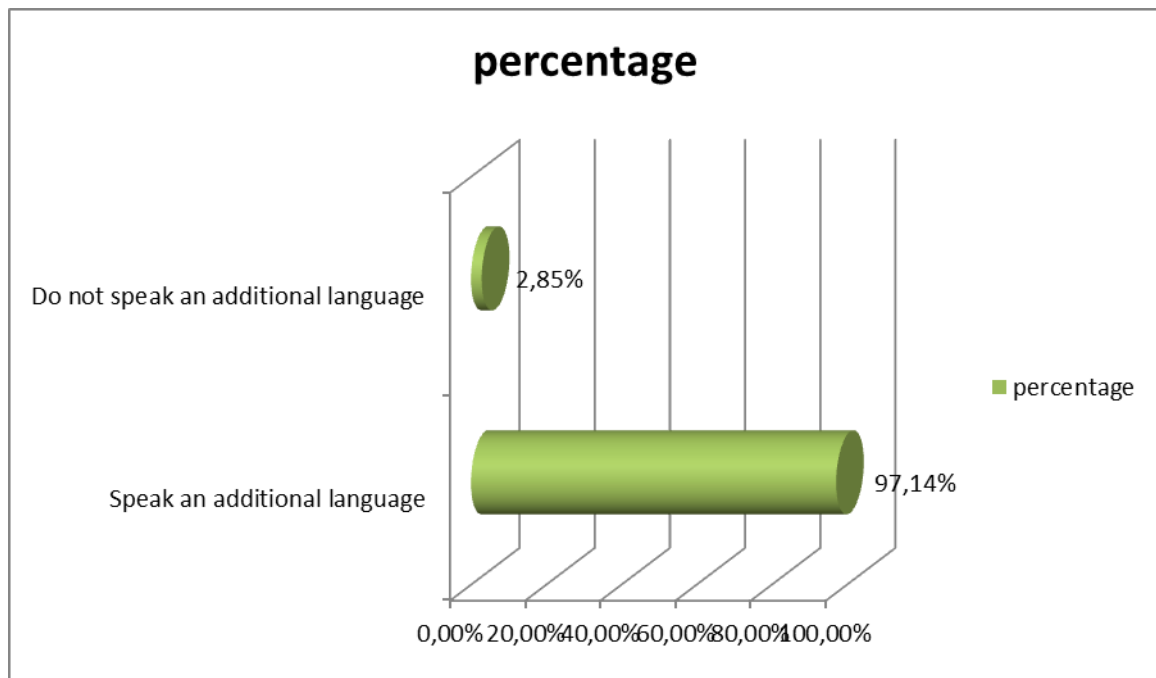
Graph 3.4.1.3.*Informants' First Language*

The graph shows that the majority of informants (65) representing 92.85% have Arabic as their first language. 3 of them (4.28%) have Berber as their first language, and 2 (2.85%) have French as their first language. It is obviously shown that third year EFL students have Arabic as their first language which may lead to common listening comprehension problems.

Item 4: do you speak any additional language other than your first language?

This Yes/No question tries to link languages learning with listening comprehension skills. The more a person is equipped with languages, the more he/she will be able to learn any additional language easily and the more his/her listening comprehension skills develop.

Graph 3.4.1.4.*Informants' Additional Language*

The graph represents the percentage of the informants' answers. Most of the respondents (68) confirmed that they speak another language additional to their first language; however 2 of them disconfirmed being equipped with another language regardless to their first one.

Item 5: how long have you been studying English?

Behind the aim of identifying the years third year EFL students spent on studying English, this item has been set within the questionnaire. Two utterances were provided to choose among, less than 10 years and more than 10 years (including the years of middle and secondary schools).

0

100%

■ Less than 10 years
■ More than 10 years
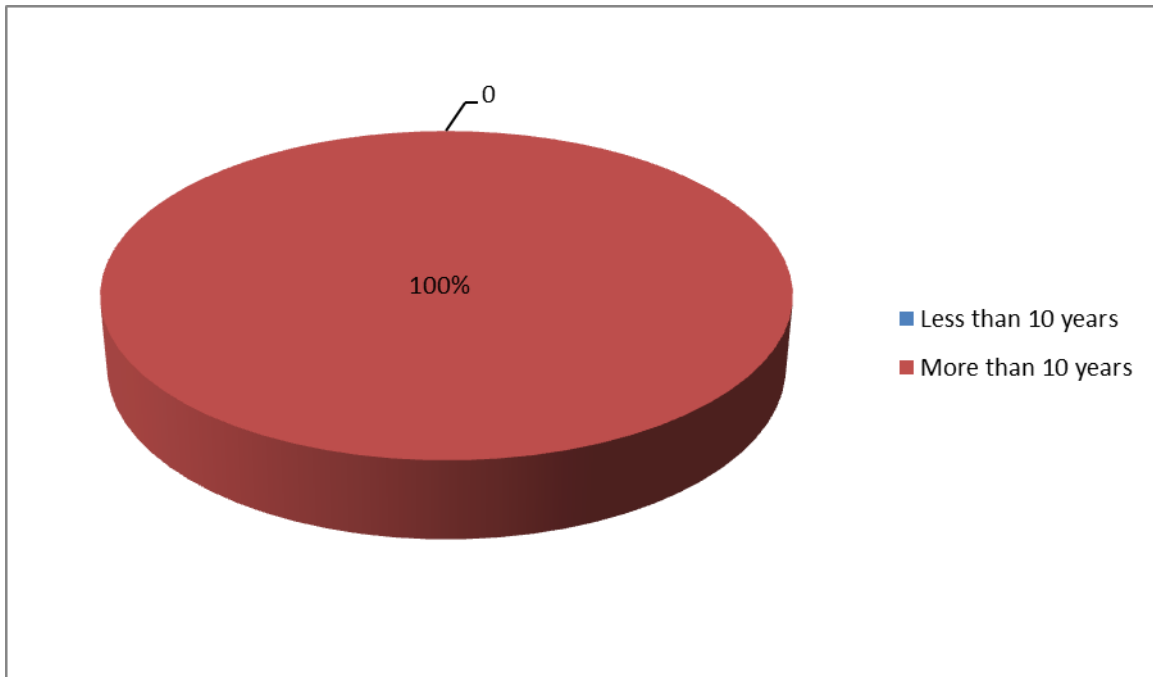
**Graph 3.4.1.5.***Informants' Years of Studying English*

Throughout the answers of the fifth question, it is noticed that all respondents (100%) have been studying English for more than 10 years.

Section Two: Listening Comprehension Problems

Item 6: do you feel confident when listening to English?

The first question of section two attempts to reveal third year EFL students perception toward listening comprehension. It is a Yes/No question indirectly stated to know students real perception.
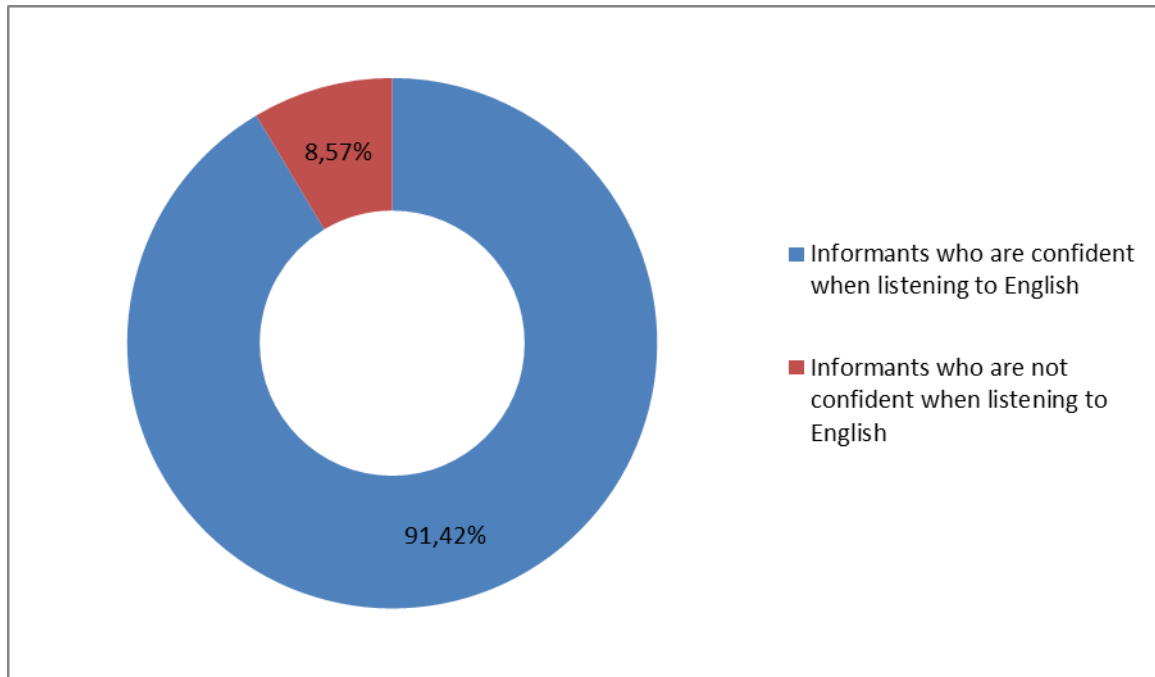
Graph 3.4.1.6.*Informants Perception of Listening Comprehension*

It is clearly presented in the graph that 91.42% representing 64 out of 70 informants are confident when listening to English which implies considering that they do not have any problems concerning when listening. The rest of respondents, 8.57% representing 6 informants, claimed that they are not confident when listening to English.

Item 7: is listening to aural English: (interesting- not interesting)

Question 7 provides the respondents with two utterances to choose from, interesting and not interesting. The respondent is supposed to choose whether listening to aural English is interesting or not.
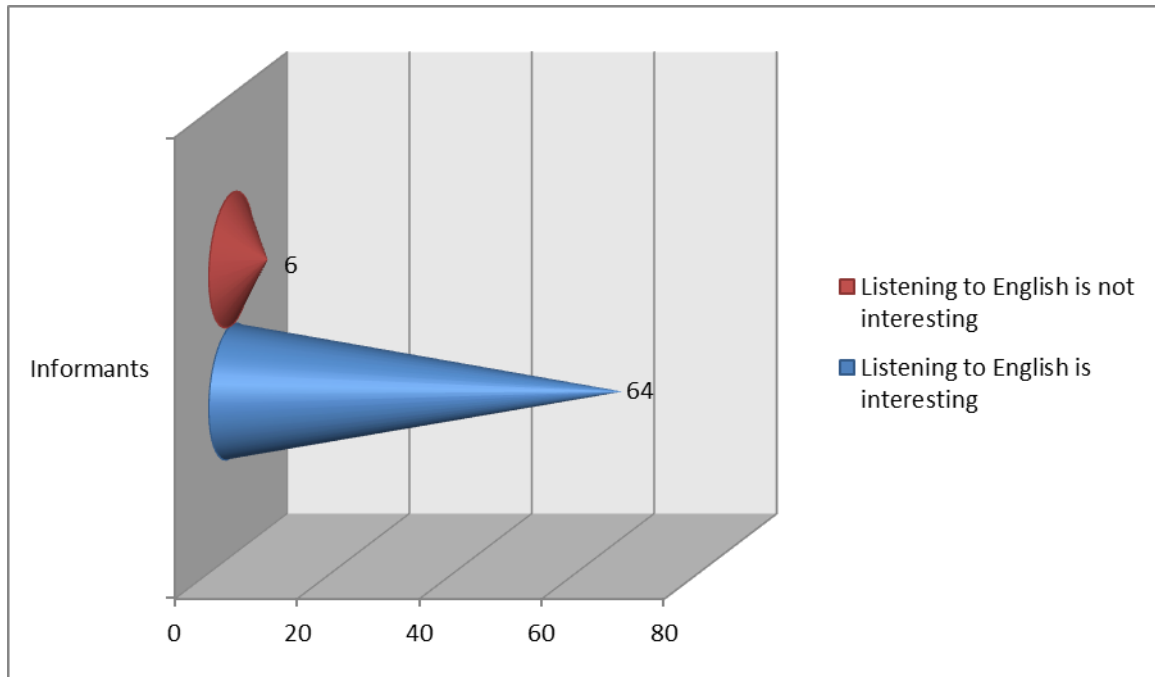
Graph 3.4.1.7.*Listening Comprehension Status*

The data gathered from question 7 are clearly presented in the graph. The graph shows that 64 respondent claimed that listening to English is interesting; however, only 6 of them claimed that listening to English is not interesting.

The 6 informants who claimed that listening to English is not interesting are supposed to be having some difficulties when listening.

Item 8: do you listen for: (pleasure- study- others, mention, please!)

This question seeks to investigate whether the informants listen to English in non formal occasions for the sake of improving their listening comprehension skills. The respondent is supposed to choose among pleasure or study as the main reason to listen to English besides an open utterance which enables them to add another response if the provided does not meet their desire.
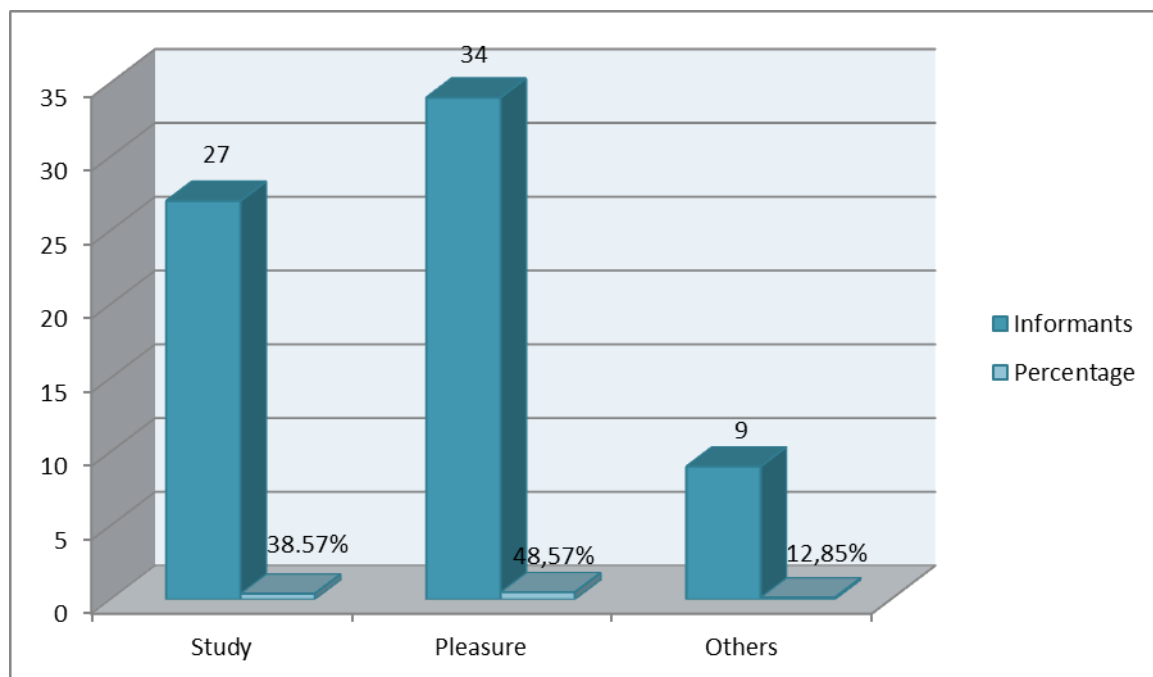
Graph 3.4.1.8.*Informants Reasons of Listening to English*

As is it is obviously mentioned in the graph, 48.57% of respondents listen to English for their pleasure followed with 38.57% of them who listen to English for study reasons; however the rest of respondents representing 12.85% mentioned other reasons standing behind listening to English. As stated before, this question provides the respondent with the ability to add another response rather than the given ones. The 9 informants who claimed having another reasons for listening to English answered differently. Their answers differ from listening for both study and pleasure, to improve their accent, or to use the language for different purposes such as getting in touch with scientific progress worldwide.

Item 9: do you understand what is said by your teacher during listening comprehension lectures?

This question is directly stated to make respondents reveal about their difficulty of not being able to understand what they listen to. It is a Yes/No question without any justification.
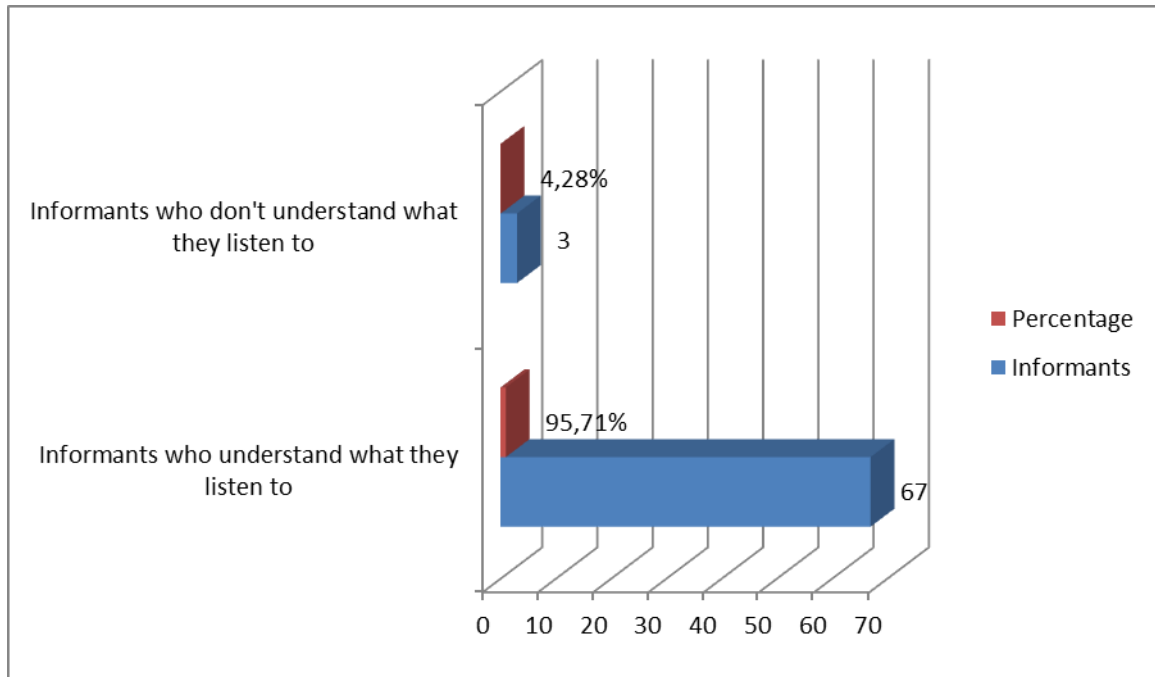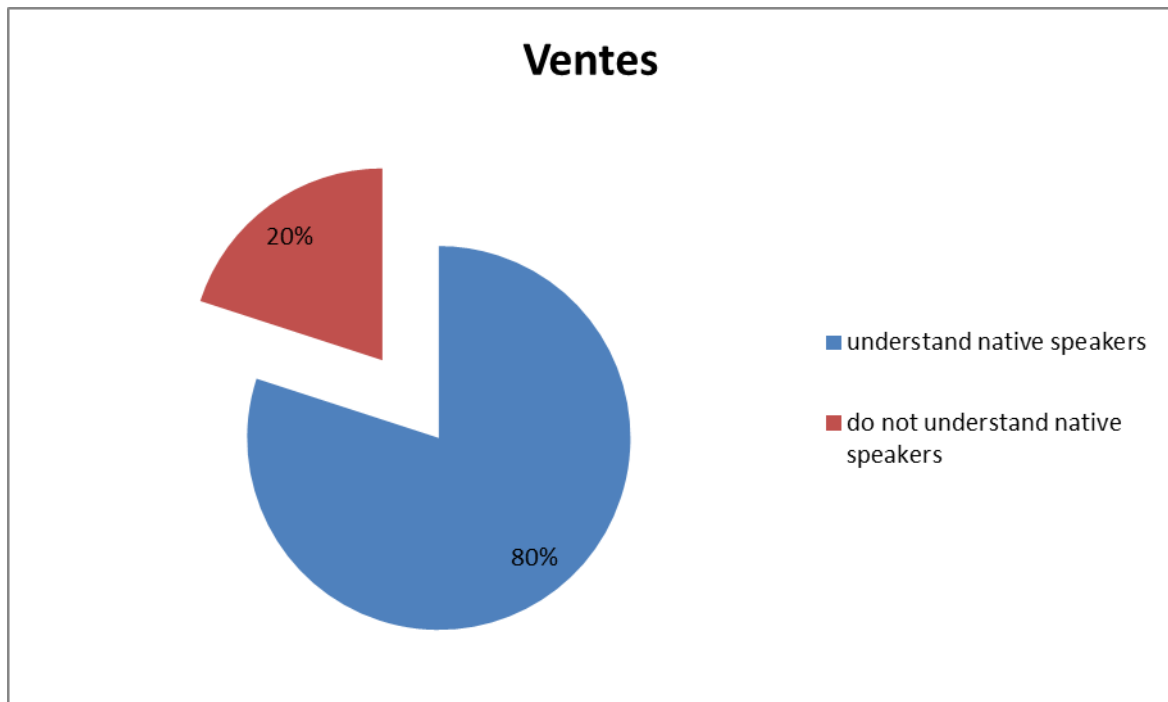
Graph 4.3.1.9.*Informants' Understanding of L.C lectures*

The majority of informants (95.71%) confirmed their ability to understand what is said by their teacher during listening comprehension lectures. In contrast to that, 4.28% of them disconfirmed being able to understand what they listen during listening comprehension.

Item 10: do you understand native speakers of English?

This question may be seen irrelevant; however, it is set in the questionnaire to find out if third year EFL students are having a general problem of listening comprehension or it is limited to the classroom and more specifically to the listening comprehension teachers.

Graph 3.4.1.10.*Informants Understanding of Native Speakers*

The pie chart shows that 80% of the informants understand native speakers of English, and 20% of them do not understand native speakers of English.

Item 11: do you find it hard to understand TV shows, radio news headlines, or songs?

Question 11 tries to find out whether third year EFL students listening problems are related to the accent of the speaker and the material of listening. This question gives three possible answers to choose among: always, sometimes, and never.
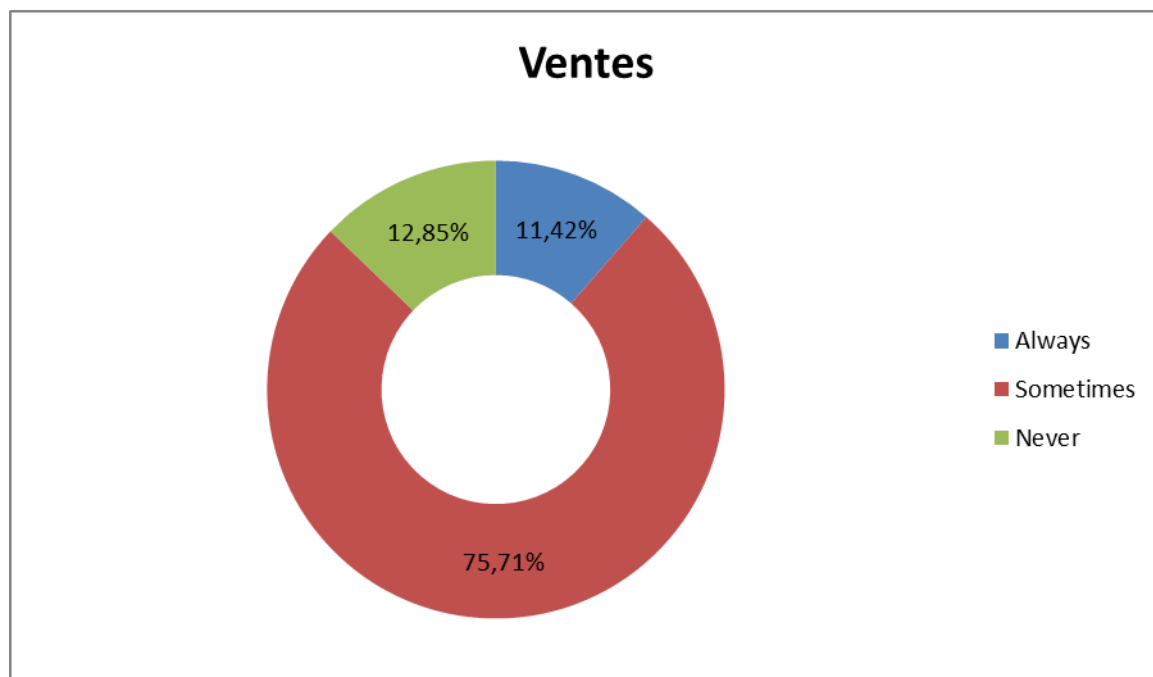
Graph 3.4.1.11.*Understanding TV Shows, Radio News Headlines, and Songs*

The graph shows that 75.71% of respondents sometimes find difficulties in understanding aural English. Then, 12.85% of them claimed that they have never found a difficulty in understanding what they listen to. However, 11.42% of the respondents claimed that they always find difficulties.

Only 9 out of 70 do not have listening comprehension problems, yet the rest of them, 61, do have listening problems.

Item 12: do you discuss or share ideas in listening comprehension sessions?

Having a discussion during listening comprehension sessions reflects the respondents understanding of what they listen to. This question aims at confirming this idea, and the findings are clearly identified in the graph bellow.
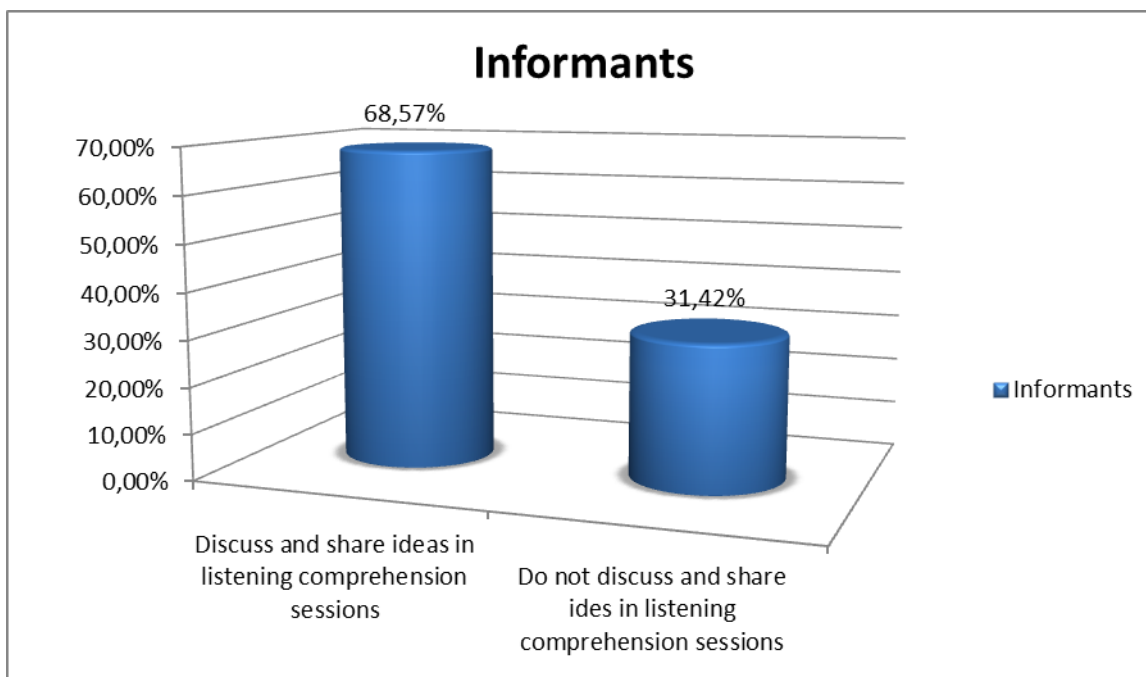
Graph 3.4.1.12.*Discussing and Sharing Ideas in Listening Comprehension Sessions*

The data mentioned in the graph reveals that 68.57% of respondents discuss and share ideas during listening comprehension lectures which implies considering that they do not have any listening comprehension problems. On the other hand, 31.42% claimed that they do not enter in listening comprehension discussions which may be because they do not understand what's going during listening comprehension sessions.

Item 13: do you encounter any problems during listening comprehension sessions?

This question is directly formulated to have respondents express their real perception of listening comprehension. It aims mainly at knowing if third year EFL students are facing any problems while listening.
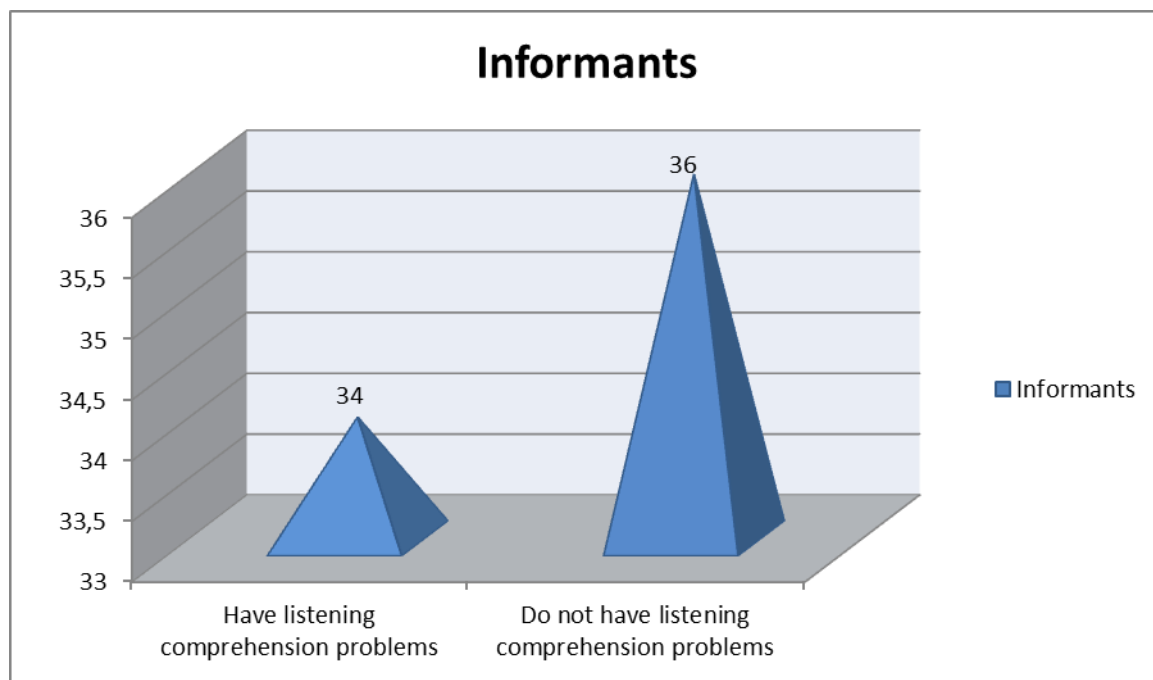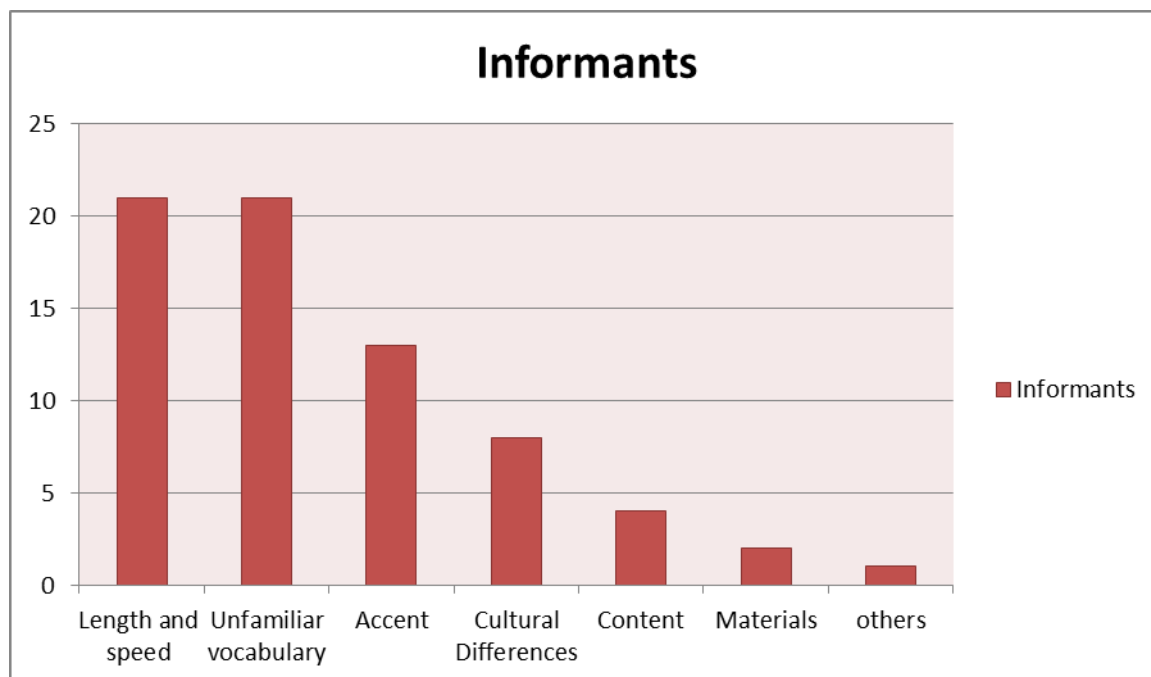
Graph 3.4.1.13.*Listening Comprehension Problems*

The proportion of respondents is almost equal between confirming having listening comprehension problems and disconfirming having listening comprehension problems. 36 out of 70 informants claimed having no problems during listening comprehension; whereas, 34 of the informants claimed having listening comprehension problems.

Item 14: according to you, what is the problem that prevents you from understanding aural English?

This question completes the former. It aims at highlighting the major problem of third year EFL students during listening comprehension. The question provides the informant with 6 utterances besides the possibility of adding another response if none represents someone's problem.

Graph 3.4.1.14.*Informants Problems during Listening Comprehension Sessions*

The data gathered from this question show that the two major problems third year EFL students are facing while listening comprehension sessions are length of the listening piece and the speed of the speaker besides the unfamiliar vocabulary. The two mentioned utterances have been chosen by 42 respondents by 21 for each followed by the accent of the speaker by 13 informants. Then, cultural differences between the informant and the listening piece have been chosen as the 4th problem by 8 informants. 4 other informants choose the content of the listening comprehension sessions as their main problem. However, only 2 informants said that the material used when listening is the problem, and one informant out of 70 said that he/she has no listening comprehension problems at all.

Section three: Listening comprehension strategies

Item 15: Do you listen to English in non-formal occasions?

The classroom has never been the one and only place where individuals learn new languages. Language learning may happen when getting in touch with its native speakers or through social media as most of us do nowadays. This question investigates whether third year EFL students make extra efforts out of university to improve their listening comprehension skills.
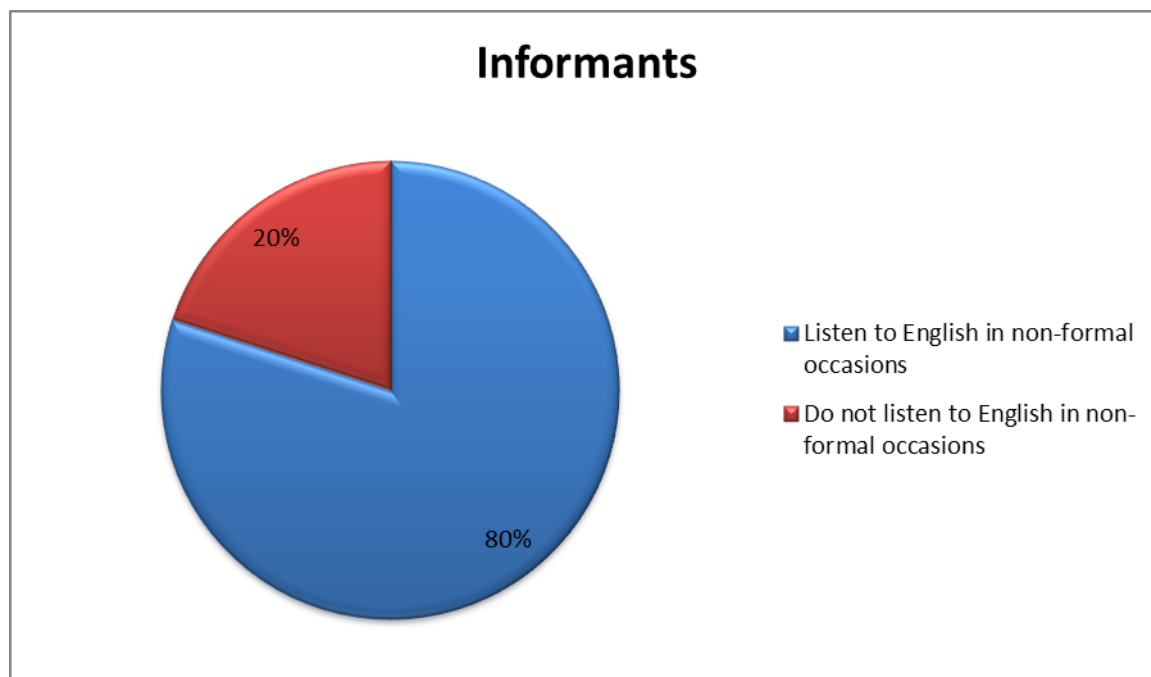
Graph 3.4.1.15.*English in Non-Formal Occasions*

The pie chart represents the percentage of informants who listen to English in non-formal occasions and the informants who do not. 80% of the informants representing 56 listen to English out of University; however 20% of them representing 14 do not listen to English out of University.

Item 16: does your teacher use different methods to teach you listening comprehension?

The teacher is one of the components that constitute the educational process side by side with the learner and the content. He/she is supposed to provide his/her learners with different strategies to meet their preferences and develop their listening comprehension skills. The present question intends to know if teachers help students overcome their problems during listening comprehension sessions.
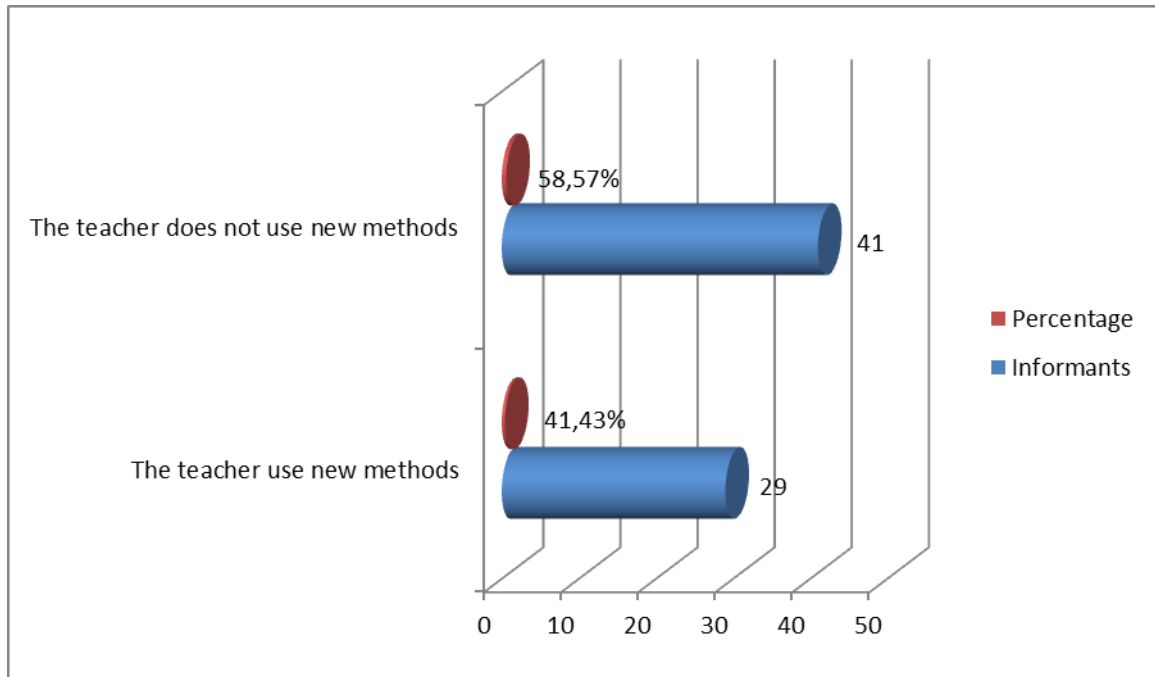
Graph 3.4.1.16.*Teachers' use of Different Methods*

The graph clearly show that most of the informants (58.57%) said that their teacher do not use any new method to teach listening comprehension. In contrast to them, 41.43% claimed that their teachers use new methods to teach them listening comprehension which should make it more interesting to them and may overcome some of the problems they have when listening.

Item 17: How often does your teacher advise you to read, to watch movies, and share ideas in oral expression lectures?

Reading, watching movies, and sharing ideas are some of the strategies used to improve individuals' skills including listening comprehension. For this, this question has been included in the questionnaire to find out the teacher's position in the educational process. The question provides three utterances: always, sometimes, and never.
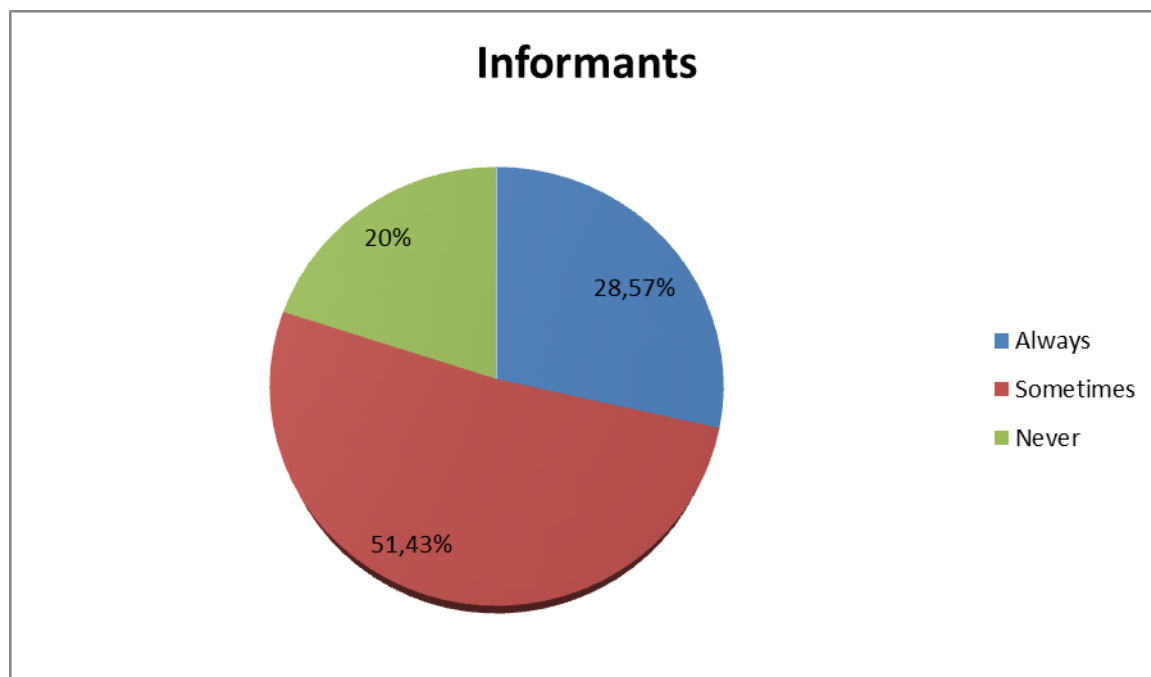
Graph 3.4.1.17.*Teachers' Position*

The graph represents the data gathered from item 17. It is clearly identified that more than half of respondents (36) representing 51.43% said that their teacher sometimes advise them to read, watch movies, and share ideas in listening comprehension sessions. 20 respondents only out of 70 representing 28.57% claimed being always advised to apply some listening comprehension strategies. The rest of respondents (14) representing 20% claimed that their teacher never advised them to try some strategies to improve their listening comprehension.

Item 18: Have you ever tried to apply a listening comprehension strategy you heard about?

Apart from the teacher, the learner him/herself needs to figure out the appropriate strategies for him/her under the aim of improving their listening comprehension abilities. This question tends whether third year EFL learners try some strategies to improve their listening skills.
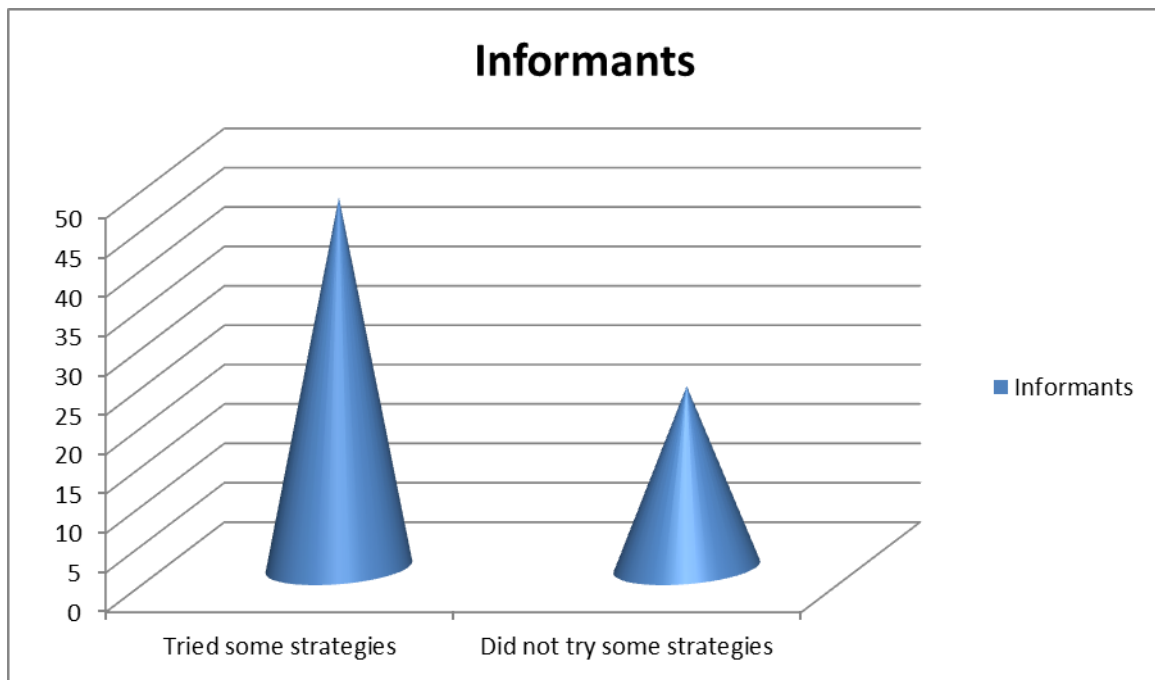
Graph 3.4.1.18.*Use of Listening Comprehension Strategies*

As mentioned in the graph, 47 informants confirmed trying some listening comprehension strategies they heard about; however, the rest 23 disconfirmed trying some of the listening comprehension strategies. Those who do not bother to try some strategies should be the ones who have permanent problems concerning listening comprehension.

Item 19: Do you think that your listening improved after trying some listening comprehension strategies?

As it is clearly stated, this question tries to elicit the perception of third year EFL students toward the listening comprehension strategies they tried.
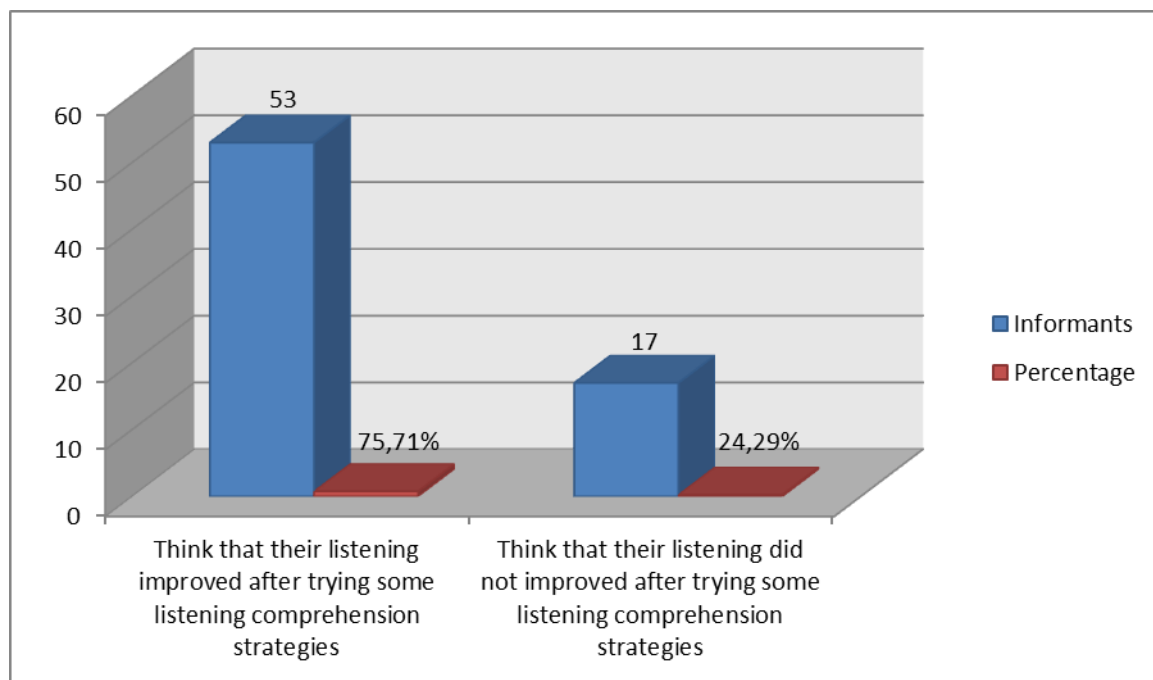
Graph 3.4.1.19.*Listening Comprehension Improvement*

The graph shows that 75.71% (53) of the informants have got their listening comprehension skills improved after trying some listening comprehension strategies. in contrast to them, 24.29% (17) claimed that listening comprehension strategies did not help them improve their listening skills.

Item 20: The statements bellow describe some listening comprehension strategies used to teach English in the Algerian context. Choose only ONE variable.

This question provides the informants with 12 statements with 5 possibilities to choose among for all the statements (strongly agree, agree, neutral, disagree, and strongly disagree).

Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I enjoy listening to music.	31	29	7	2	1
When listening to a piece of music, I focus on the meaning of every word to understand the whole text.	14	25	17	9	3

Before listening, I think of similar texts that I may have listened to.	7	31	27	4	1
I use the words I understand to guess the meaning of the words I don't understand.	26	36	6	2	0
I use the main idea of the text to help me guess the meaning of the words that I don't know.	29	31	10	0	0
When listening, I compare what I understand with what I already know about the topic.	22	32	12	4	0
I try to picture the setting of the conversation to understand what the speakers are talking about.	18	35	9	6	2
I use my knowledge and personal experience to help me understand the topic.	33	30	4	2	1
Before I start to listen, I have plan in my head for how I am going to listen.	6	19	25	16	4
While listening, I translate in my head.	16	27	16	9	2
When I don't understand something, I try not to worry so much about it.	13	35	10	10	2
Pauses help me understand what I hear	25	30	13	1	1

Table 3.4.1.20.*Listening Comprehension Strategies*

Listening to music could be an effective strategy used to improve learners listening skills besides enabling them to learn new vocabulary each time they listen. The two opening statements try to investigate the use of this strategy amongst third year EFL students.

Although 85.71% of the informants claimed that they enjoy listening to music; however, only 55.71% listen to music for learning purposes. Others may listen to music for pleasure purposes.

Another strategy thought of by the researcher is comparing previous knowledge with the new one to come out with clear understanding of the listening piece. 10% of the informants strongly agreed on applying this strategy and 44.28% agreed on it; however, the rest of the informants (45.72%) choose being neutral and disagreeing the statement.

Using the familiar words to guess the unfamiliar words is a popular strategy used much by language learners. The data gathered from this statement show that 88.57% use this strategy when learning. More general, some people choose to understand the whole meaning instead of focusing on single words and use this general understanding to guess the meaning of some words. This strategy is also much used by learners when listening (85.71% use this strategy).

Using the imagination to draw a clear image of what the learner is listening to has been used as a strategy by 75.71% (24.71% strongly agreed and 50% agreed on using it). 90% of the informants use their knowledge and personal experience to understand what they listen to.

Sometimes making a plan of the way we listen is a highly beneficial strategy; however, only 35.71% of the informants agreed to this and the others, 64.29%, choose to be neutral and disagree on the importance of this strategy. Translating at the same time of listening is a strategy used by some informants (65.71%) although it is not that reliable.

Some students choose not to worry too much about the things they don't understand while listening. Those students strongly agreed and agreed on this by 68.57%. Others (78.57%) choose to take pauses when listening.

3.4.2. Data Interpretation of Students' Questionnaire

The findings of the students' questionnaire reveal that listening comprehension problems of third year EFL students varies however what they agreed on is that they have common problem embodied in their difficulty in understanding unfamiliar vocabulary besides the accent, length and speed of the speaker.

These problems have to be solved using some listening comprehension strategies. The strategies used vary from one student to another depending on their preferences. Throughout the third section, the researcher could resume some strategies used by students as follow:

- ✓ Third year EFL students use informal strategies such as listening to music to improve their listening skills.

- ✓ Third year EFL students use the words they know to guess the meaning of the words they don't know.

- ✓ Third year EFL students use the general ides of the listened text to guess the meaning of some words.

- ✓ Third year EFL students compare what they already know with the new listening text.

- ✓ Third year EFL students use their knowledge and previous experience to understand what they listen to.

3.4.3. Analysis of Students' Structured Interview

As mentioned previously, the students' structured interview consists of 9 pre-determined questions to be asked to 10 students from the same sample. This section analyzes the data collected from students' structured interview.

Question 1: What is your perception toward listening comprehension?

This opening question aims at making the interviewees give their real perception of listening comprehension.

60% of the informants said that listening comprehension is crucial skill to the process of acquiring any foreign language rather than English. 10% said that listening comprehension is a means of testing ones knowledge and skills in a particular language. Other 10% consider it an effective way of enhancing his/her pronunciation. Another 10% claimed that listening comprehension is one of his/her favorite modules over his/her study years, and the last 10% felt free to say that they do not like listening comprehension.

Question 2: what is your opinion on how listening comprehension is taught in your University?

This question tries to reveal third year EFL students points of view on how English is being taught in their University.

All the respondents (100%) claimed that teaching listening comprehension in their University takes a wrong direction. They think that listening is not given much importance although they consider it as a vital skill to the learning of English.

Chapter three : Field Work

Question 3: What problems do you encounter when listening?

Question 3 is directly asked to know third year EFL students real problems in listening comprehension.

On basis of the informants' answers, their major problem when listening is speed of the speaker. 40% of them consider the speed of the speaker as the first problem of not understanding spoken English. 30% claimed that unfamiliar vocabulary within the listening text is their major problem. 20% think that the accent of the speaker is the reason why they do not understand what they listen to. The rest, 10%, said that the poor quality materials are the reason for not understanding spoken English.

Question 4: How do you feel about learner-centered classrooms?

Centering learning on the student would make him more involved in the learning process. Getting involved implies on the learner to focus on the content of the lesson being taught, making extra efforts to understand what's going on, and sharing some ideas about the topic being listened to. This question tries to figure out if learner-centered strategy helps improving listening comprehension.

90% of the informants claimed that learner-centered classrooms are a great strategy for learning and exchanging ideas. They think that learner-centeredness during listening sessions makes students focus more and express confidently. 10% of the respondents think that learner-centered classrooms are not always an effective strategy. Some circumstances prevent succeeding this strategy such as over-crowdedness.

Question 5: Do you think interactive strategies enhance your listening comprehension?

Learner-centeredness leads to learner-learner interaction. One of the theories said the learner acquires from classroom interaction more than he/she does acquire from the teacher. This question intends to confirm or disconfirm this point.
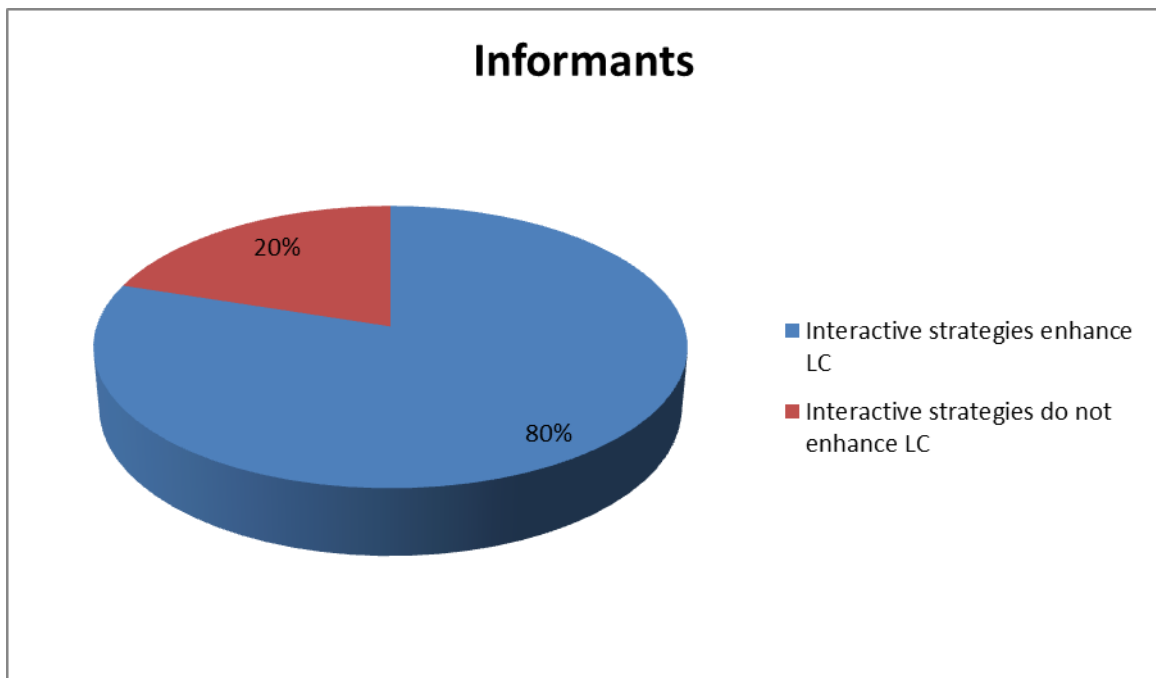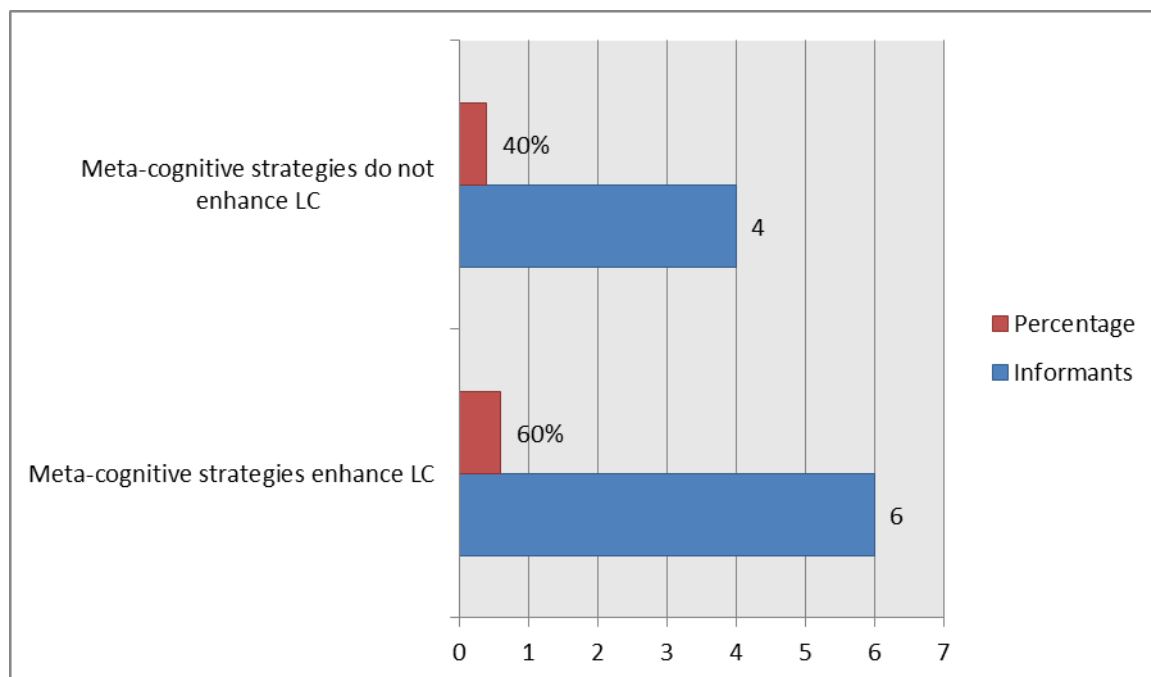
Graph 3.4.2.1.*Interactive Strategies in Listening Comprehension*

As mentioned in the graph, 80% of respondents confirmed the significance of interactive strategies in improving learners listening skills, and only 20% of them disconfirmed.

Question 6: Do you thing meta-cognitive strategies enhance listening comprehension abilities?

Meta-cognitive strategies refer to some ways used by students to help them understand the way they learn. It is a process of thinking of one's thinking. This question asks third year EFL students if their thinking of the ways they already use to listen helps them improve their listening skills.

Graph 3.4.2.2.*Meta-cognitive Strategies in Listening Comprehension*

The graph show that 60% of the respondents think that meta-cognitive strategies enhance listening comprehension; in contrast to 40% who disconfirmed the importance of meta-cognitive strategies in listening comprehension.

Question 7: From your previous experience, what listening strategies are beneficial to you?

This question clearly spotlights the strategies that have beneficial consequences on third year EFL students.

40% of informants tend to listen to audio tracks and videos for the sake of learning new vocabulary and improving their listening skills. 30% emphasized on the benefits of understanding the whole meaning of what they listen to, but 20% chosen listening to native speakers as their favorite strategy by which they acquired English. 10% of the informants claimed that no strategy benefited them in listening comprehension.

Question 8: Which strategies do you think are the most useful? Why?

This question completes the previous one in terms of investigating the appropriate strategies according to third year EFL students.

Informants answers were almost similar between listening to native speakers with 40%, considering how they behave after each listening comprehension session they had (meta-cognitive strategy) by 30%, watching videos by 20% and last 10 % for understanding the general meaning.

Question 9: Which strategies do you think are the least used by students? Why?

This question tries to know the strategies used the least by third year EFL students. Most of the informants (80%) claimed that the major problem is that students do not use any of the strategies to improve their listening skills; instead, they are fully depended on the teacher and the classroom. The other 20% claimed that the meta-cognitive strategies are the least to be used for being difficult for them.

3.4.4. Data Interpretation of Students' Structured Interview

Analysis of the data gathered from the students' structured interview reveals that third year EFL students have listening comprehension problems related to the speed of the speaker, unfamiliar vocabulary, and the accent.

Interactive and meta-cognitive strategies are considered one of the vital strategies used to improve listening comprehension skills. According to third year EFL students, the strategies mostly used by them are:

- ✓ Understanding the general meaning
- ✓ Listening to native speakers of English
- ✓ Watching videos including TED talks.

3.5. Data Interplay

This study was conducted under the aim of investigating the problems of third year EFL students in listening comprehension and the strategies they think are the most appropriate to overcome those problems. This section sheds the light on the main findings with reference to the research questions to either confirm or disconfirm the hypotheses set at the beginning.

The first research question is: what are the problems of third year EFL students in listening comprehension? The answer hypothesized to this question is: third year EFL students have listening comprehension problems related to unfamiliar vocabulary, accent, and the quality of record materials...

The findings of the two instruments confirm the first hypothesis. The results of both the questionnaire and structured interview reveal that third year EFL students have listening comprehension problems related to unfamiliar vocabulary, the speed and accent of the speaker, and the materials used.

After being familiar with third year EFL students' problems in listening comprehension, another question imposes itself. The second question of this research is related to the strategies used by third year EFL students to improve their listening comprehension skills (do third year EFL students use any strategies to improve their listening comprehension skills). The hypothesis set for this question is: third year EFL students use a number of strategies to improve their English including the oral practice of the language).

The interplay of the results of the two instruments used show that third year EFL students use some listening comprehension strategies to improve their English such as, listening to native speakers of English, watching videos, and trying to understand the general meaning of what they listen to.

Conclusion

The aim of this research investigation was to explore third year EFL students' problems and strategies in listening comprehension. Two research instruments addressed to students have been used to meet the research objectives (questionnaire and structured interview). The two facts resulting from this investigation is that third year EFL students are having serious problems in listening comprehension, and they try their best to apply some listening comprehension strategies.

General conclusion

The aim of this study is to investigate the listening comprehension problems and strategies. It aimed at identifying the main problems and factors which inhibit the EFL learners and indicating the ways and strategies that help EFL learners to overcome their difficulties.

Before we have discussed our research, we have divided the work into three chapters and each chapter has relationship with one another.

In the first chapter, we have discussed the issue related to listening comprehension with definition of the four skills (Listening, speaking, reading, and writing), and the status of English in Algeria and precisely teaching listening comprehension. Also we defined the concept of listening, hearing, make comparison between them and the term of listening comprehension. Then, we move to the importance of listening comprehension especially during the listening process, and we discuss how to improve listening skill by using podcasting. Moreover we indicate the types of listening comprehension which are extensive and intensive, followed by the stages of listening. And ended with the process of listening.

The second chapter, begins with the factors that make listening difficult, moving to the potential problems that face learners in listening comprehension followed by the ways of helping learners to overcome their listening comprehension problems. Then dealt with some listening strategies and ends with teaching listening with technology.

The third chapter, which is practical. It was devoted for gathering and analyzing data. We have stated that we choose two methods for conducting our research quantitative and qualitative, and use two instruments to gather efficient data which are questionnaire and structured interview. The population of our research is third year LMD students. We developed the questionnaire and administered to them. It consist of 20 questions split up into three sections. The items of the questionnaire were almost all closed-ended. On the other hand, the structured interview which is another tool for gathering data, which consist of 09 fixed questions and we analyzed both of them. In order to get the results of research work, then we discussed the finding.

Finally, from the analysis of the questionnaire and structured interview, we can prove that EFL learners face many difficulties and problems and most of them length and speed, unfamiliar vocabulary and accent. Thus, teacher should help and motivate their learners by sing   some   techniques   and   strategies.

Appendices

Students' Interview

Thank you for accepting to share your insights concerning listening comprehension problems and strategies. Feel free to answer since your responses to this interview will be kept anonymous.

What is your perception toward listening comprehension? *

Votre réponse

What is your opinion on how listening comprehension is taught in your university today? *

Votre réponse

What problems do you encounter when listening? *

Votre réponse

How do you feel about learner-centered classrooms? *

Votre réponse

Do you think interactive strategies enhance your listening comprehension? *

Votre réponse

Do you think metacognitive strategies enhance listening comprehension abilities? *

Votre réponse

From your past experience, what listening strategies are beneficial to you? *

Votre réponse

Which strategies do you think are the most useful? *

Votre réponse

Which strategies do you think are the least used by students?why? *

Votre réponse

Thank you for your cooperation

Students' Questionnaire

     This questionnaire consists of three sections designed to elicit your perception toward listening comprehension problems and strategies. Please, try your best to reflect your listening comprehension previous experience in your answers since they will be all kept anonymous.

Section one

Background Information

What is your gender ? *

◯ Male

◯ Female

What is your age ? *

◯ 19-21

◯ 21-23

More than 23

What is your first language ? *

◯ Arabic

◯ French

◯ Berber

Autre :

[_____]

Do you speak any additional language other than your first language ? *

◯ Yes

◯ No

How long have you been studying English ? *

[_____]

Votre réponse

Section two

Listening Comprehension problems

Do you feel confident when listening to English ? *

◯ Yes

◯ No

Is listening to aural English ? *

◯ Interesting

◯ Not interesting

Do you listen for: *

◯ Study

◯ Pleasure

Autre :

[_____]

Do you understand what is said by your teacher during listening comprehension lectures? *

◯ Yes

◯ No

Do you understand native speakers of English? *

◯ Yes

◯ No

Do you find it hard to understand TV shows, radio news headlines, or songs? *

◯ Always

◯ Sometimes

◯ Never

Do you discuss or share ideas in listening comprehension sessions? *

◯ Yes

◯ No

Do you encounter any problems during listening comprehension sessions? *

◯ Yes

◯ No

According to you, what is the problem that prevents you from understanding aural English? *

◯ Accent

◯ Unfamiliar vocabulary

◯ Length and speed of the speaker

◯ Content

◯ Materials

◯ Cultural differences

Autre :

[   ]

Section three

Listening Comprehension Strategies

Do you listen to English in informal occasions? *

◯ Yes

◯ No

Does your teacher use different methods to teach you listening comprehension? *

◯ Yes

◯ No

How often does your teacher advise you to rreadto watch movies, and share ideas in aural conprehension sessions? *

◯ Always

◯ Sometimes

◯ Never

Have you ever tried to apply some listening comprehension strategies you heard about? *

◯Yes

◯No

Autre :

[   ]

Do you think that your listening improved after trying some comprehension strategies? *

◯Yes

◯No

The statements bellow describe some listening strategies used to English in the Algerian context.

Choose only ONE variable.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I enjoy listening to music	◯	◯	◯	◯
When listening to English texts, i focus on the meaning of every word to understand the whole text	◯	◯	◯	◯
Before listening, i think of similar texts that I may have listened	◯	◯	◯	◯
I use the words I understand to guess the meaning of the words I don't understand	◯	◯	◯	◯
I use the main idea of the text to help me guess the meaning	◯	◯	◯	◯

of the words that I don't know

When listening, I compare
what I understand with what
I already know about the topic

○   ○   ○   ○

I try to picture the setting
of the conversation to understand
what the speakers are talking about

○   ○   ○   ○

I use my knowledge and
personal experience to help
me understand the topic

○   ○   ○   ○

Before I start to
listen, I have a plan in my
head of how I am going to listen

○   ○   ○   ○

While listening
, I translate in my head

○   ○   ○   ○

When I don't understand
something, I try not to
worry so much about it

○   ○   ○   ○

Pauses help me
understand what I hear

○   ○   ○   ○

Thank you for your cooperation

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الملخص

في العقود القليلة الماضية يعد الاستماع من احد المهارات المحورية التي تم إعطائها الكثير من الاهتمام بسبب دورها الفعال التي تلعبه في تعلم اللغة الانجليزية و لكن أحيانا ما يواجه الطلبة صعوبة في الاستماع. هذا العمل يسلط الضوء على مشاكل واستراتيجيات الاستماع و يدرس الصعوبات التي تواجه الطلبة اللذين يدرسون اللغة الانجليزية كلغة أجنبية أثناء الاستماع في القسم. و بالتالي هذا الأخير يقدم بعض التقنيات والاستراتيجيات التي تحسن وتنمي الاستماع لدى الطلبة و تطور من مهاراتهم و قدراتهم. هذا من جهة و من جهة اخرى هذا العمل يمكننا من اكتشاف الصعوبات التي تعيق الطلبة عن الاستماع مثل جودة آلات التسجيل الصوتي, تنوع الثقافات, اختلاف اللهجات, مفردات غير مألوفة, طول النص السمعي و سرعة المتحدث, الظروف الفيزيائية و نقص التركيز. اخترنا العمل على مستوى الثالثة جامعي لجامعة ابن خلدون تيارت. هذا العمل ينقسم إلى جزئيين, الجزء الأول ينقسم إلى فصلين. الفصل الأول يعطي نظرة عامة حول مهارات الاستماع و المهارات الأخرى بالإضافة إلى بعض جوانب الاستماع. و الفصل الثاني يحتوي على الصعوبات التي تواجه الطلبة اللذين يدرسون اللغة الانجليزية كلغة أجنبية أثناء الاستماع مصحوبة ببعض الاستراتيجيات. أما بالنسبة للجزء الثاني الذي هو تطبيقي يتم فيه جمع البيانات من 70 طالب من خلال الاستبيان و المقابلة, أما تحليل البيانات كان بطريقتين كمي و نوعي. النتائج التي تم الحصول عليها تشير إلى أن هناك العديد من المشاكل التي تمنع الطلبة من الاستماع في القسم. و في الأخير هناك مجموعة من الاستراتيجيات و تقنيات تم عرضها من اجل تحسين الاستماع لدى الطلبة.

Résumé

Au cours des dernières décennies, l'écoute est l'une des compétences les plus cruciales qui a eu beaucoup d'intérêt en raison du rôle important joué dans l'apprentissage de la langue anglaise. Mais parfois, écouter présente des difficultés pour de nombreux apprenants.

D'une part, le présent travail met en évidence les problèmes et les stratégies de compréhension orale et en l'occurrence il étudie les difficultés auxquelles sont confrontés les étudiants de l'EFL. Par conséquent, il présente certaines techniques et stratégies permettant d'améliorer et promouvoir l'écoute chez les apprenants et de développer leurs capacités et leurs compétences. D'autre part il nous permet de déceler les problèmes empêchant les apprenants d'écouter comme la qualité des enregistrements, les différences culturelles, l'accent, le vocabulaire inconnu, la longueur du texte audio et la vitesse du locuteur, la condition physique et le manque de concentration. Nous avons choisi de travailler sur des étudiants de troisième année LMD à l'Université de Tiaret dans le département d'anglais. Notre travail est divisé en deux parties. La première partie se compose de deux chapitres, le premier chapitre donne un aperçu de la capacité d'écoute et d'autres compétences en plus de certains aspects de l'écoute. Le second concerne les difficultés que rencontrent les apprenants EFL lorsqu'ils écoutent. Suivi de quelques stratégies. La deuxième partie est pratique, les données recueillies auprès de 70 apprenants à l'aide d'un questionnaire et d'un entretien structuré, et les données analysées à la fois quantitative et qualitative. Et le résultat obtenu indique qu'il y a des problèmes qui empêchent les apprenants d'écouter en classe. À la fin, certaines stratégies et techniques ont été présentées pour améliorer la compréhension orale chez l'apprenant.