



مجلة العلوم الإنسانية

علمية محكمة - نصف سنوية

Journal of Human Sciences

تصدرها كلية الآداب / الخمس

جامعة المرقب. ليبيا

Al - Marqab University- Faculty of
Arts- alkhomes

26

العدد

السادس

والعشرون

مارس 2023م

تصنيف الرقم الدولي (2710-3781/ISSI)

رقم الإيداع القانوني بدار الكتب الوطنية (2021/55)

"Factors Influencing Listening Comprehension of First Year Students of English Language department, College of Arts, Al- Mergib University"

Khalid Mohamed Edrah

A lecturer at English Department

Content

1. Chapter 1 (introductory)

1.1 Introduction

1.2 The significant of the study

1.3 Aims and Objective of the study

1.4 research Issue and hypotheses

1.5 statement of the Problem

1.6 Research Questions

1.9 Research Methodology

2. Chapter 2 (Related Literature and Studies)

2.1 Introduction

2.2 Definitions

2.2.1 Listening

2.2.2 Listening Comprehension

2.2.3 Listening Comprehension and Acquisitions

2.2.4 Listening Strategies

3. Chapter 3 (Data Analyses and results)

3.1 Introduction

3.2 Difficulties Pertaining to Listening Abilities

3.2.1 Problems Pertaining to Prediction of what would come Next

3.2.2 Problems Pertaining to Guessing Unknown words

3.2.3 Problems Pertaining to Lack of memory

- 3.2.4 Problems Pertaining to Lack of concentration
 - 3.2.5 Problems Pertaining to Lack of concentration on New words
 - 3.3 Challenging pertaining to the speaker
 - 3.3.1 Problems Pertaining to Speed of Speech
 - 3.3.2 Problems Related to Hesitation and Pauses
 - 3.3.3 Problems Related to Variety of Accents
 - 3.3.4 Problems Pertaining the Prosodic Features of English Language
 - 3.3.5 Problems Related to Linking Words
 - 3.4 Listening Problems Related to Physical Settings
 - 3.4.1 Difficulties Related to Noise
 - 3.4.2 Difficulties Pertaining to Poor Equipment
 - 3.4.3 Difficulties Pertaining to Lack of English Culture
 - 3.5 Problems Related to Limited OF English Vocabulary
 - 3.5.1 Problems Pertaining to Poor Grammar
 - 3.5.2 Problems Related to the Length of Spoken Text
 - 4. Chapter 4 (Conclusion and Recommendations)
 - 4.1 Introduction
 - 4.2 Conclusion and findings
- Abstract

The success of learning a foreign language is to develop the main skills of students which are listening, speaking, reading and writing. Listening is considered as the most essential skill that participates in developing the rest of skills. This study investigates some factors which influence the progress of the listening comprehension skill of first year students (English Dept) college of Arts at AL- Mergib University. In this study the researcher sheds light on difficulties of

developing the listening skill. This research is based on a descriptive analysis and it is basically an identification of the difficulties and obstacles that face students in improving their listening abilities. This is based on the hypothesis that some of the students who encounter some problems in developing their listening skill. The major discussion of this study is that listening skill influenced by different factors. Finally, the findings of this project show that students face various factors which affect the progress of their listening comprehension skill. Also it clarifies that these difficulties result from external and internal factors; such as, problems related to concentration and focusing for a long period of time, challenge connected to speed of the speech which plays an important role in the progress of students' ability to listen. Also it shows that the environmental factors have a great influence on the development of students' listening ability.

CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

1.1 Introduction

Listening comprehension is the heart of language learning process. The importance of this skill in learning a foreign language cannot be denied because one of the most essential keys to acquire a language is to receive language input. At the same time, acquisition takes a place only when enough comprehensible input is absorbed by students. In addition, it plays a vital role in learning language in classroom because it provides language input for learners. As an input skill, listening plays a crucial role in student language development; also it takes a part of daily communication time than other forms of language skills inside and outside classroom. Furthermore, without listening skill no communication can be achieved, especially for those who learn English as foreign language in non – native setting; because it is very difficult to acquire a good listening skill where the target language is not used. These difficulties come mainly as a result of external and internal listening problems as well as the lack of knowledge in cultural differences. Also, it is considered to be as one of the most neglected skill which is poorly taught as an important aspect of English language learning. The significance of listening comprehension skill is raised by many different scholars; moreover, it is dealt with this problem to find out

strategies in order to develop this skill as well as to overcome listening problems.

As a result, there are different studies that shed light on the problems of listening in acquiring a new language. One of them is "Listening Comprehension Problems Encountered by Saudi Students of the first year English in the EL Listening Classroom", written by Dr. Arafat, a corresponding author on April (2013). The result of this study shows that accent, pronunciation, speed of speech, insufficient vocabulary, lack of concentration, anxiety, and bad quality of recording, the length of the spoken text, a variety of accents of speakers, lack of concentration were the major listening comprehension problems encountered by EFL Saudi learners. Understanding students' learning difficulties may enable EFL teachers to help students develop effective learning strategies and ultimately improve their English listening abilities because teachers do not seem to pay attention to these skills while designing their lessons. Most teachers take it for granted and believe that it will develop naturally within the process of language learning. Listening has not drawn much attention of both teachers and learners, they are generally less aware of its importance.

Another study which particularly looked into students' perceived listening problems over time as they develop their listening strategies that develop students comprehension, written by Ph.D. c Behcet Celik, Ishik University IRAQ on November 2014, They indicated

that the teaching of listening strategies is very helpful but it is still not enough unless teacher increase student's vocabulary, grammar and phonology knowledge and also claims “Strategy development is important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses,

This research is devoted to identify the problems of English listening comprehension that faced Libyan English. Further, it studies the factors that influence the development of listening comprehension skill as well as it investigates the strategies adopted by students and teachers to solve their listening problems.

1.2 The Significance of the Study

It is widely known that listening comprehension is one of the most important skills in English language learning environment, because it plays a main role in social life communication and in the processes of acquiring the target language in classroom. For this reason, factors which affect the progress of this skill should be investigated. Also, strategies which are adopted by learners in order to improve their foreign language competence should be investigated as well; furthermore, the different ways applied by learners to build their extensive listening ability should be discovered. Also, learners' ability to understand bigger chunks of a language which helps them to improve their vocabulary, pronunciation and their capability of figuring out what is said in the target language must be studied.

English language learners who master listening skill already have been working on specific strategies which may help them to develop this skill. Also, they have been specifying the factors that affect their ability to; as a result, their listening comprehension ability has been improving gradually.

1.3 Aims and Objectives of the Study

This study aims to explore the factors that influence the process of developing the listening comprehension skill and it studies the ways which are employed, by first year student in Faculty of Arts, department of English, in order to understand English speakers' main idea while doing any listening comprehension task. Also, it sheds light on strategies that might be adopted overcome the factors that affect their ability to master and improve their listening capability. Moreover, it provides some recommendation for improving the listening comprehension skill through identifying the strategies which might be used by students learners to solve these difficulties. To sum up, this research is an attempt to highlight the main obstacles face Libyan student to develop their listening skill as well as it measures their ability to find out the proper strategies by which this skill can be improved.

1.4 Research Issue and Hypothesis

The fundamental goal of listening comprehension is to provide the right condition for the language acquisition as well as the

development of other skills. Since listening comprehension is widely used in the classroom and it is one of the most challenging skill for learners who don't manage English LC skill. For this reason, it is considered to be as one of the most major difficulty that face first year English Libyan student. Further, it is very essential to perceive and analyze the main ingredients of communication which affect the language input. This study sheds light on finding out factors which affect the process of developing LC skill, because it is very important for the progress of learning English language. Moreover, it investigates the strategies adapted by learners in order to help them to overcome these obstacles as well as to develop their listening skill ability. This study also hypothesizes some factors might be classified into three categories, namely problems from listener, speaker, listening text and physical setting:

This study hypothesizes some factors that might affect listening comprehension ability:

- Problems pertaining to concentration and maintaining for long time.
- Challenges related to speed speech.
- Difficulties caused by different accents.
- Problems pertained to the limited knowledge of vocabulary and structure of sentences.
- Challenges caused as a result of the environmental factors. -
- Problems associated with the listening extensive.-
- The Lack of exposure to different kinds of listening materials.-

-The cultural differences between two languages.

1.5 Research Questions

- 1- What are the most common factors that influence the listening comprehension skill of first year Libyan Students in, English department, college of Arts, Al Mergib University, when they are listening to English speakers?
- 2- What are the most common listening comprehension problems encountered by first year students?
- 3- How can students overcome these Listening comprehension difficulties?

1.6 Research Methodology

The data collected in Al Khoms, Libya during a period of one week from 14.4-2018 to 22.4-2018. The methodology adapted in this study is qualitative and quantitative; the method which is adopted in this study is a questionnaire. This questionnaire contains of four main factors; each factor is investigated through some Questions. The first and the second factors are studied through five questions whereas the third and fourth include three questions. Furthermore, the research's questionnaire is prepared to investigate the different obstacles that influence the improvement of the students' listening comprehension skill. The questionnaire is gathered from (books and many different websites). In addition, the subjects of this study are twenty students who are selected randomly; moreover, they are first year students in

College of Arts, department of English language at Al Mergib University. The analysis of this study is based on investigating the following factors:

- 1- Identification of difficulties pertaining to listeners abilities.
- 2- Identification of challenging pertaining to speakers.
- 3- Identification problems related to the physical setting.

This project finds out that many different factors influence the listening comprehension ability of first year English language students, department of English at faculty of Arts. The main factor that affects their listening abilities is related to their ability to concentrate and to focus for a long period of time. Another factor that influences students' listening comprehension skill is connected to speed speech which plays an important role in the progress of students' listening abilities. Also, different accent is a serious factor in improving the subjects' listening skill. In addition, the environmental factors have a great influence on the progress of students' listening ability.

CHAPTER 2

RELATED LITERATURE AND STUDIES

2.1 Introduction

Developing the Listening comprehension skill is considered to be one of the most problematic stages in any process of language learning, because there are many different factors that influence the

progress of this skill. These variable factors are related to external and internal reasons. These factors and challenges have been studied from various perspectives according to different points of view. This chapter is devoted to shed light on the general back ground of the factors that influence the listening abilities of students. Also, it includes different listening definitions and the listening comprehension will be defined as well. Moreover, it mentions some strategies which are suggested by scholars to overcome these factors that affect the development of the listening skill. Finally, it discusses the various factors which influence listening comprehension abilities of language learners.

2.2 Definitions

2.2.1 Listening

Listening: is an active process in which listeners select and interpret information that comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express. Also, Listening is receiving language through the ears which involves identifying the sounds of speech and processing them into words and sentences. When we listen, our ears are used to receive individual sounds (letters, stress, rhythm and pauses) and our brain is used to convert these into messages that mean something to us. Therefore, listening in any language requires focus and attention. Moreover, it is a skill that should be practiced harder than others.

People who have difficulty in concentrating are typically poor listeners. As a result, listening in a second language requires even greater focus. Many theorists defined the concept of listening from many points of view:

Howatt and Dakin (1974) define listening as the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. Further, an able listener is capable of doing these previous four things simultaneously.

2.2.2 Listening comprehension

Listening comprehension is the respective skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear. In our first language, we have all the skills and background knowledge we need to understand what we hear, so we probably aren't even aware of how complex a process it is and which it is crucial in the development of second language competence. Many of authors define listening comprehension as points of view:

According to Rost(2002) listening comprehension is at the heart of L2 learning and the development of L2 listening skills has demonstrated a beneficial impact on the development of other skills.

2.2.3 Listening Process for Comprehension and Acquisition

Listening process is the psychological process of acquiring, receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. It involves an active involvement of an individual listening, which includes a sender, a message and a receiver. L2 listening comprehension is a highly integrative skill and it plays an important role in the process of language learning because language learning approach depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. The process of listening occurs in five stages which are hearing, understanding, remembering, evaluating, and responding.

2.2.4 Strategies of Listening

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Also, listening strategies can be classified by how the listener processes the input. Moreover, these strategies are inherent in any learning process and can be more effective when explicitly taught. On the other hand, Strategies of listening can be classified in to two approaches from another point of view; cognitive strategy, meta-cognitive strategy.

2.2.4.1 Cognitive and Meta-cognitive strategy

Cognitive strategies are one type of learning strategy and they are basically activities that are used by learners in order to understand the linguistic input and get knowledge. These include repetition, organizing new language, summarizing meaning, guessing meaning from context, using imagery for memorization. For example, when a learner finds a difficult word in a text and inferring the meaning of that word from the context, in fact he used the cognitive strategy. This strategy investigated from the aspects of bottom-up strategies, top-down strategies. Whereas, Metacognitive development can be described as conscious development in one's metacognitive abilities, such as the move to greater knowledge, awareness and control. Also, meta-cognitive strategies include focusing attention, self-management, and self-evaluation, monitoring comprehension, and being aware of loss of attention.

2.3 Factors affecting students' listening comprehension skill

As listening comprehension is a complex ongoing process which involves the interaction of various factors, many learners find it difficult to comprehend spoken input and have little awareness of why that happens. Some studies further clarify the L2/FL listening problems encountered by listeners during the process of listening comprehension, various factors may affect learner listening ability. These difficulties are defined as the internal and external

characteristics that might interrupt text understanding and real-life processing problems directly related to cognitive procedures that take place at various stages of listening comprehension. EFL learners perceived their problems in listening pertinent to the factors of task such a speaker, listener and physical condition or listening materials.

CHAPTER 3

RESULTS AND DISCUSSIONS

3.1 Introduction

This chapter deals with the discussion of results in the present research which aims to investigate the listening comprehension problems face first year student, department of English, college of Arts at Al- Mergib University. The analysis of this study is based on studying and investigating some factors which are supposed to influence the process of developing the listening comprehension ability of students. Also, it is an attempt to study students' ability to understand the listening different tasks. Moreover, the factors in this study are based on the factors suggested by JJ Wilson.

This analysis will concentrate on four factors:

1. Challenging pertaining to speakers
2. Difficulties pertaining to listeners abilities
3. Problems related to the given listening tasks
4. Listening problems related to physical settings

Table 1

Problems Related To Listeners Abilities

1.2 Difficulties pertaining to listeners abilities

Problems	Never		Sometimes		Often		Always	
	%	FREQ	%	FREQ	%	FREQ	%	FREQ
At the time of listening, I found it difficult to predict what the points would come next	0%	0	65%	13	25%	5	10%	2
Guessing unknown words or phrases in any given	5%	1	60%	12	25%	5	10%	2

task								
I find it difficult to quickly remember words or phrases	5%	1	45%	9	35%	7	10%	2
I am unable to concentrate because I search for the answers, and I listen to the dialogue at the same time.	10%	2	35%	7	30%	7	25%	5
I lose my concentration when I think about the meaning of new words.	0%	0	40%	8	25%	5	35%	7

3.2.1 Statement: Problems Pertaining To Prediction What Would Come Next

As it can be seen from Table (1), almost all of the students in the study (65% sometimes) found it difficult to predict what the points would come next, while some of responded who answered (25% often) and (10%always) have found it difficult to guess what

would come next in order to form a general idea from the first listening respectively. Consequently, the problem is believed to be caused by the habit of listening which is word by word. Further, they do not focus on any particular cues which help them to predict the following ideas.

3.2.2 Statement: Problem Pertaining To Guessing Unknown Words

The limitation of vocabulary power is considered to be another challenge for the participants who suffer from incomplete comprehension. Moreover, guessing and making inferences are adopted to understand about what the speakers might have said or might have meant. Statics shows that (60%) of the students chose sometimes whereas (25%) of the subjects pick often. This shows that most of the respondents suffer from this challenge. Further, it indicates that (10%) of the learners answered always, but (5%) of the students answered never. Furthermore, the result of this study shows that listeners may have affected with this challenge. Also, this factor can be obstacle of some listeners thought that meaning resides within the unfamiliar words so they need a huge amount of vocabulary. Moreover, objects tend to find out the meaning rather than infer it from the context when a new word is occurred.

3.2.3 Statement: Problem Pertaining to Lack of Memory

Memory stands for a problem in remembering the definition of the word after being taught as depicted by the students. Table 1 shows

that (45%) of the learners answered sometimes and (35%) of the respondent picked often. This shows that most of the students have difficulty in recalling the meaning of familiar words and immediately forgetting the word after being said. Also, the statics indicates that (35%) of subjects have responded that they always at the time of listening found it difficult to guess new words or phrases in any given task. But (5%) of learners claimed that they never find this difficult. As is shown in statics that many of learners tend to quickly forget what they heard after the speaker finishes talking or they may spend too much time on translating it. Therefore, when they need to choose the answer, they forget what was said and end up not knowing which answer is correct.

3.2.4 Statement: Problems Pertaining To Lack of Concentration

Problems pertaining to focus Loss when students are searching for answers and at the same time, they listen to the dialogue which is the reason for losing concentration. Table 1 indicates that (35%) of the students answered sometimes, (30%) of the students responded with often and (25%) of the subjects picked always respectively. It is very clear from the percentage that many students are not able to concentrate because it may be difficult for them to maintain concentrating while they are in a foreign language learning classroom. But only (10%) of the subjects said never, this indicates that they do not lose their concentration while they are doing the tow tasks. Furthermore, the result shows that a considerable number of students lose their concentration when they

think about the meaning of new words and they tend to depend more on analytical processing so that they would easily get distracted by the new words. As a result, they will fail to keep concentration on useful clues in the context. In addition, in any listening comprehension task, even the smallest pause in attention may considerably spoil comprehension.

3.2.5 Statement: Problems pertaining to lack of concentration about the meaning of new words

It is very clear from the statics that the majority of participants have limited knowledge of vocabulary. As a result, they cannot keep their concentration when they hear new words because they think their meaning. As a result, in the Table (1) shows that (40%) of the subjects answered sometimes, (35%) of participants said always and (25%) of them chose often. In addition, the percentage indicates that this challenge is considered to be as the most common problem that hinders their ability to continue focus during listening process.

Table 2

Difficulties Related To Speakers

3.3. Challenging pertaining to speakers:

Statements	Never		Sometimes		Often		Always	
	%	FREQ	%	FREQ	%	FREQ	%	FREQ
Find it difficult to understand well when speakers speak too fast	5%	1	5%	1	45%	9	15%	3
Find it difficult to understand the natural speech which is full of intonation and pauses.	10%	2	35%	7	35%	7	20%	4
Find it difficult to understand well when speakers speak with a variety of accents.	15%	3	30%	6	40%	8	15%	3
Do not often pay attention to intonation of the speaker.	20%	4	40%	8	40%	8	0%	0
Can't recognize familiar words when the speaker use linking words	5%	1	55%	11	25%	5	0%	0

3.3.1 Statement: Problems Pertaining To Speed of Delivery

According to the students' responses, the most serious problem that the students viewed as obstructing their comprehension is undoubtedly the speed of speech. Faster speech rates, whether computer-manipulated or naturally produced, tend to have a negative impact on the comprehension of L2 listeners. As shown in table (2) that (45%) of the subjects answered always, and (45%) of them chose often. This indicates that many students face challenges when the speaker speaks at a rapid speed; it is difficult for them to comprehend what is being said, even if the spoken words are familiar. On the other hand, (5%) of the respondents said sometimes, and a small number of the students or (5%) of them reported never which indicates that this factor is considered to be one of the major challenges that affect the learning process of a foreign language. As a result, the students absolutely encounter certain difficulties in listening comprehension since they lack control over the speed at which the speakers speak.

To sum up, this obstacle is considered to be one of the major problems which most of, first year English language, students suffer from. Besides, the speech rate seems to have exerted an influential effect on their listening comprehension. Also, speech rate is one of the main variables and factors that play an effective role in the development process of listening comprehension.

3.3.2 Statement: Problems Pertaining To Hesitation and Pauses

Natural dialogues are full of hesitations, pauses which might influence the listening comprehension process. Table (2) shows that more than two thirds of students, which means that (35%) chose sometimes, (35%) said often, and (20%) answered always, find it difficult to understand natural speech which is full of hesitations and pauses. While, only (10%) of the subjects stated that they never have such a problem. This is in line with the findings which indicate that hesitations and pauses in spontaneous speech cause perceptual problems and comprehension errors for non-native speakers. When people speak, they often hesitate, repeat themselves, say things that are ungrammatical and change their minds halfway through a sentence. These things are a natural feature of speech and may be either a help or a hindrance, depending on the students' level.

3.3.3 Statement: Problems Pertaining To Variety of Accents

According to statistics, variety of accents causes a lot of difficulties to students in listening comprehension since they do not have much exposure to different accents. The results from table (2) demonstrate that (40%) of the students responded often, (30%) of them answered sometimes, and (15%) of the respondent reported always. Consequently, this indicates that the students do not have enough experience with this kind of problem which is the variety of English language accents. Meanwhile, some of subjects said never which is (15 %) as it is shown in the statics; they have enough much exposure to different variety of accents.

3.3.4 Statement: Problems Pertaining To the "Prosodic Features" Of the English Language

As it is shown in Table 2 (40%) of the subjects said often, and (40%) of the participant answered sometimes. Further, this indicates that they have relation with their incomprehension to intonation patterns, but (20%) of them mentioned that they never do that. This finding goes in consonance with stress, rhythm and intonation which are very important for comprehension. As a stress-timed language, English can be a terror for some ESL learners as mouthfuls of syllables come spilling out between stress points.

3.3.5 Statement: Problem Pertaining To Linking Words

The linguistic features are language barrier to learners. Moreover, the liaison, the linking of the first word and the word coming right after which begins with a vowel, is claimed by (55%) of the subjects who answered sometimes, (25%) of them said often, and (15%) of the students stated always. Further, it is considered by the students to be the most common obstruction in listening since the students are used to hearing each separate word by unit in a sentence and slow stream of listening. On the other hand, there were only (5%) of the subjects stated never which indicates that they do not have difficulties of recognizing linking words. These results indicate that liaison and elision are common phenomena that make it difficult for students to distinguish or recognize individual words in the stream of speech.

Table 3

Listening Problems Related to the Physical Setting

1.3 Listening problems related to the physical setting

Statements	Never		Sometimes		Often		Always	
	%	FREQ	%	FREQ	%	FREQ	%	FREQ
It is difficult for me to concentrate with noises around.	0%	0	20%	4	30%	6	50%	10
Unclear sounds resulting from poor equipment interfere with my listening comprehension	5%	1	35%	7	15%	3	25%	5
Differences in culture between the two languages affect the development of your listening comprehension skill	15	3	35%	7	15%	7	35%	7

3.4.1 Statement: Difficulties Pertaining To Noise:

Noise is another environmental barrier to comprehension. Interior as well as exterior class noise is an obstacle to comprehension. Noise, including both background noises on the recording and

environmental noises, can take the listener's mind off the content of the listening passage. With the noise coming from corridors and other classes some students experience difficulty in listening to the teachers' voices. Because of the noise in classroom and the poorly preparation of lab, a great number of students claim that they cannot be concentrated on listening to the recording material (50% always, 30% often, 20% sometimes). If the listening task is carried out with noises around, it is for sure they will not have a good result in listening. On other hand some of students did not constitute a barrier to their focus. Otherwise, the noise makes a complex of sounds instead of the solo recording being played. This interrupts the students from hearing and focusing on the task.

3.4.2 Statement: Difficulties Pertaining To Poor Equipment:

Table 3 shows that (35%) of the subjects answered often, and (35%) of the participants reported sometimes. As a result, the majority of the students think that the difficulties they encounter in listening comprehension are due to the bad recording quality / poor-quality tapes or disks. Also, the poor equipment is an obstacle to (25%) of students who answered always. On the other hand, the percentages show that only (5%) of the subject stated never which means that it does not distract their concentration. As a result, poor-quality equipment may interfere with the listener's comprehension.

3.4.3 Statement: Difficulties Pertaining To Lack Knowledge of English Culture

Foreign language learners who interact with non- native speakers usually give less attention to the sociocultural, factual and contextual knowledge of the source language. Moreover, it can present an obstacle to listening comprehension development at different rates. For instance, as the statics shows that (35%) of the subjects answered always, and (35%) stated sometime. Also, table 3 indicates that (15%) of the participants answered often, which means that they are unfamiliar of cultural knowledge of language. On the other hand, the results shows that (15%) of the subject reported never which indicates that this factor does not affect the development of their own listening comprehension skill. The marriage between language and culture is indivisible. In the case where the topic may contain completely different cultural matter than the students have, as a result; students may have difficulties to imagine what has been told.

Table 4 Problems Related To Listening Text

	Never	Sometimes	Often	Always
--	-------	-----------	-------	--------

Statements	%	FREQ	%	FREQ	%	FREQ	%	FREQ
I find it difficult to understand listening texts in which there are too man unfamiliar words including	10%	2	15%	3	35%	7	40%	8
Complex grammatical structures interfered with my listening	10%	2	30%	6	50%	10	10%	2
I find it difficult to understand listening texts when the topic is too long	10%	2	25%	5	40%	8	25%	5

3.5 Statement: Problems Pertaining To Limited English Vocabulary

In table 4 the first question was asked to know whether unfamiliar words, which include jargon and idioms, interfered with the learners' listening comprehension. The percentages shows that (40%) of the subjects answered always, (35%) of them reported often, and (15%) of the participants chose sometimes. As a result, it is very clear that many of students find it difficult to understand listening texts which include many unfamiliar words. In addition, only (10%) of the students answered never, which means that they

think it does not cause problem to them. This finding has shown that the major problem of learners' listening comprehension is the limitation of students' vocabulary which enables them to understand message.

3.5.1 Statement: Problems Pertaining To Poor Grammar

The second question was asked to know whether complex grammatical structures interfere with the learners' listening comprehension. Table 4 indicates that the great majority of the students have responded that difficult grammatical structure interfere with their listening comprehension, because (50%) of the students answered often and (30%) of them picked sometimes. On the other hand, (10%) of the respondents answered always and (10%) of them stated never. As a result, the late two percentages shows that this factor does not cause terror to them. Also, the percentages of table 4 points out difficult grammatical structures cause much trouble to students.

3.5.2 Statement: Problems Pertain to Length of A spoken Text

In addition to the insufficiency of vocabulary and the difficulty of grammatical structures, the length of the listening text is one of the main reasons why the students cannot understand most of the talk since they tend to lose focus after a long on listening task. Table (4) reveals that (40%) of the respondents answered often, and (25%) chose sometimes, whereas; (25%) reported always. As a

result, the majority of the students have responded that a long spoken text interfered with their listening comprehension. This result clearly shows that the length of the text can be one major factor that negatively affects the learners' listening comprehension. Therefore, only (10%) of the students answered never which means that the length of the given listening task does not affect them. To sum up, it is possible to infer that long spoken texts interfere with the learners' listening comprehension.

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

4.1 Introduction

The goal of this chapter is to introduce the main findings related to the factors that may influence the development of listening comprehension skill and it suggests recommendations for further studies.

4.2 Conclusion and Findings

This study sheds light on four of the factors that have influenced efforts to improve students' English language listening comprehensive competence. These factors cause different obstacles to efficient listening comprehension. Based on the data collected and interpreted, the following conclusions are drawn; speech speed, linking words, hesitation and pauses are the major difficulties in the

development of listening skills among the students. Moreover, these findings are attributed to speakers' abilities. Also, the limited knowledge of vocabulary and the length of the listening text, which are related to problems pertaining to listening text and prediction of the next point as well as an inability to guessing, lack of concentration and limited knowledge of English culture, as well as the noise that affect the progress of listening ability. Furthermore, these problems could be related to listeners' abilities and physical setting which frequently existed among the respondent in the listening process, which sometimes hindered the process of listening in the classroom teaching. As the findings of this study show that first year students of English department at Al-Mergib University encounter various listening problems, most common difficulties reported by participants are related to the speaker factors. The result of these factors indicates that students have more difficulties in speech speed. Moreover, the findings show that the main score of this students is (45%) of them answered (always) and (45%) of the participants said (often) which means these factors affect their ability to master LC skill in English language, whereas (5%) of the subjects answered sometimes, while other participant who are (5%) do not consider speech speed an obstacle in their listening skill. The second difficulty the liaison of linking words which is a common obstruction in listening development since the students are used to hear each separate word not as a unit in a sentences. Further, the percentage of this study shows that (55%) of students answered

sometimes, (25%) of them said often and (15%) of the subjects chose always. The previous percentage shows that they cannot recognize familiar words within a context, because only (5%) of the participants said never which indicates that this factor affects their listening ability. The last problem that related to the speaker disability is hesitation and pauses, when a message of a speaker are full of hesitation and pauses which cause perceptual problems and comprehension errors for non-native speakers and unclear idea had received by listeners. Another major listening challenge which identifies in the study is the influence of L2 listening comprehension skill, which is a problem related to listening text. Furthermore; the findings of this study discover that the long listening text is supposed to be obstacle for students in any listening task, because it is very clear from the percentage that half of subjects consider it as a major challenge. For instance, (25%) of the participants answered always and (40%) of them said often, whereas only (10%) mentioned that it never cause a problem to them. Moreover, it is very clear in the results of this study that there is a serious difficulties related to the physical condition of listeners. Also, the percentages show that almost of subjects have problems during hearing their listening task which caused by a noise acoustic in the room or a round l the place. Also, the results of this research indicate some factors which are related to listening disabilities; these factors are categorized into which three essential ones. Firstly, the analysis indicates that majority of the students have problem connected to prediction what

the speaker is going to say; for example, (65%) of the subjects answered and (25%) of them said often. Consequently, prediction is considered to be a serious problem to students. Secondly, the inability to concentrate constitutes a serious obstacle to students; for instance, the percentage of this project shows that (40%) of the participants answered sometime, (35%) of them said always. As a result, the ability to keep focusing while listening to a given task is a main obstacle. Thirdly, the ability of guessing the meaning of unknown words is a major factor in developing the listening skill. Also, the findings of this research indicates that (60%) of subject answered and (25%) of them chose. Consequently, figuring out the meaning of new words is a real problem in the process of improving the listening comprehension.

As a result of these variable factors, the students cannot perform well in any given listening task. Further, they cannot improve their listening ability because they are not aware of the importance of finding the factors that influence the process of improving listening comprehension skill. The role of listening in the development of other English language skills is very essential and it allows learners to acquire the L2 rapidly. Furthermore, listening plays a vital role in the process of language learning and it provides an important input for the learner. Also, listening is a very basic language skill as well as it is consistently interrelated and intervened with the other language skills speaking, reading and writing. To sum up, it is very essential to develop listening skill because it contributes primarily in

the progress of the rest of language skills. In addition, appropriate strategies should be known and applied in order to improve and master their listening skill.

To conclude the research, the hypothesis previously stated was tested. Such hypothesis reads as follow: The problem's factors that are classified into three categories, namely problems from listener, speaker, listening text and physical setting.

Through the analysis of this research project, the researcher concludes that there are factors which affect the development of the listening comprehension skill. The following are the findings:

- 1 – Problems related to concentration and focusing for a long period of time are the major factors that influence the process of developing students' listening skill.
- 2 – Challenges connected to speed speech which plays an important role in the progress of students' listening comprehension.
- 3 – Different accent is a serious factor in improving the subjects' listening skill.
- 4 – Students' limited knowledge is one of main factors that affect the development of students' listening comprehension ability.
- 5 – Subjects are not competent enough in the English language which influences their ability to be a good listener.

6- Environmental factors have a great influence on the progress of students' listening ability.

7 - Extensive listening plays a serious factor that affects the listening skill.

8 - Lack of exposure to different kinds of listening materials is considered as an essential factor in the improvement of students' listening skill.

9 -The difference between English and Arabic cultures is a factor which affects students' listening abilities.

10 - Students' inability of guessing unknown words is a serious factor that influences the progress of their listening comprehension skill.

11 – Students' lack of the complex grammatical structure is a factor that has a huge influence on the development of their listening skill.

This failure attributed to the following, students do not have a good command of English language and English culture because the complete difference between the two cultures and language. Also, they have grammatical problems and they do not practice this skill in order to be improved.

4. 3 RECOMMENDATIONS

This research has finished with the finding that the common problems which first year students in the English department, faculty

of Arts have to practice the listening comprehension skill. On the base of the results obtained from this study the following recommendations are suggested for further studies. Furthermore, they should be clues for both students and teachers in order to work on to increase the abilities of the listening comprehension skill:

First of all the students, they should spend much more time on practicing. They should listen to a variety of topics in order to be familiar with them. Hence, the background knowledge will be enriched as well as the skill. In addition, the students should know to apply suitable strategies to each kind of listening text in order to get the best result. However, the skill of students will not be improved to its best without teachers. Second, teachers play such a significant role in building up students' skill. By each lesson, the teachers show their students the ways to develop each stage of listening comprehension. Generally, there are three stages: pre-listening, while-listening and post-listening. Furthermore, he or she will advise their students with the syllabus by which they can self-study at home. In short, this research does not focus on how teachers carry out their lesson but it is a chance to understand more about the student's problems.

REFERENCES

Books

Anderson, A & Lynch, L (1988). UK, Oxford University Press.

Bacon, S.M.(1992). The Relationship between gender, comprehension, processing strategies, and cognitive and affective response in foreign language listening.UK, Cambridge University Press.

Brown, G., & Yule, G. (1983). Teaching the spoken language. Cambridge: Cambridge University Press.

Brown, H. (1994).Principles of Language Learning and Teaching London: Longman Press.

Buck, G (2001). Assessing Listening. New York, Cambridge University Press.

Bueno, A, D. Madrid and N. McLaren. (2006) TEFL in Secondary Education

Cohen, A.D and Macaro, E. (2013). Oxford Applied Linguistic: Language Learners Strategies. Oxford: Oxford University Press.

Dubin, F.& Elite, O. (1986). Course Design: Developing Programs and Materials for Language Learning. Cambridge: Cambridge University Press.

Elk, H.(2005). Listening Comprehension and Anxiety in the Arabic Language Classroom. Modern Language Journal.

Flowerdew, J and Miller, J (1992). Students Perceptions Problems Strategies in Second Language Comprehension RELC Journal. UK, Cambridge University Press.

Frach, C. and G, Kasper. (1983) Plans and Strategies in Foreign Language Communication. London: Longman.

Granada: Editorial Universidad de Granada.

Goh,C.M (2002).A Cognitive Prospection on Language Learner's Listening Comprehension Problems. New York: Pergamon Press.

Goh,C.M.(2002). Exploring Listening Comprehension Tactics and their Interaction Pattern. New York: Elsevier Press.

Goh, C,M. and Vandergrift, L.(2012). Teaching and Learning Second Language Listening: Metacognition in Actions. New York: Rout ledge.

Hasn.A.S.(2000). Learner's Perceptions of Listening Comprehension Problems: Language culture and Curriculum. New York: Rout ledge Press.

Howatt, A. and J. Dakin. (1974) Language laboratory materials. Techniques in Applied Linguistics (Vol.3) London: Oxford University Press.

Kennedy,G. D. (1978). The Testing of Listening Comprehension. RELC Mono- graph Series. Singapore: Singapore University Press.

Krashen, S. (1985). The Input Hypothesis: Issues and Implications. London: Longman.

Mendelsohn, D. J. (1994). Learning to listen: A strategy-based approach for the second language learner. San Diego: Dominic Press.

Mendelsohn, D.J. & Rubin, J.(1995). A Guide for the Teaching of Second Language Listening. San Diego, CA: Dominic Press.

O' Malley, J.M and Chamot, A. U (1990). Learning Strategies in Second Language Acquisition. UK: Cambridge University Press.

Purdy, M & . Borisoff ,D .(1997). What is listening? (Eds.), Listening in everyday life: A personal and professional approach (2nd ed.). Lanham, MD: University Press of America.

Rost, M. (2002). Teaching and Researching Listening. London, UK: Longman

Rost, M. (1994). Teaching and Researching Listening. Britain: Edited by Christopher N. Canadian & David R. Hall. Longman.

Rubin, J. (1994). A review of Second Language Listening in Language Teaching. New York : Cambridge University.

Rubin, J.(1987). Learners Strategies in Language Learning. Hertford Shine: Prentice Hall.

Schwartz, A.(1998). Listening in a foreign language: in Modules for the professional preparation of teaching assistants in foreign languages. Grace Stovall Burkart; Washington, DC: Center for Applied Linguistics.

Steinberg, S.(2006), Introduction to Communication Course Book1: The Basic. South Africa :By Mega Digital

Teng, H. C. (2002). An investigation of EFL listening difficulties for Taiwanese college students. UK: Cambridge University Press.

Thompson, K.(2004). The integrative Listening Model: An approach to Teaching and Learning. Journal of English Education: The Pennsylvania State University Press.

Thompson, I. & Rubin, J (1996). Can strategy instruction improve listening comprehension? Foreign Language Annals. New York: The Modern Language Journal.

Underwood, M. (1989), Teaching Listening. London: Longman

Vandergrift, L., (1997), *The Cinderella of Communication Strategies: Reception Strategies in interactive Listening*. UK: Modern Language Journal.

Vandergrift, L. (2003), *Orchestrating Strategy Use: Towards a Model of the Skilled Second Language Listeners*. Language Learning.. UK.: ELT Journal: Oxford University Press.

Wolvin, A.D. (2010), *Listening and Human Communication in the 21st Century*. UK: Cambridge University Press.

Yagang, F.(1994), *Listening: Problems and solutions*. Washington: USIA Press.

News Paper Articles

Dr. Renukadevi, Number 1 (2014), Research India Publications. *The Role of Listening in Language Acquisition; the Challenges & Strategies in Teaching Listening*.

Dr Arafat, H. April (2013), *An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom*.

Dr.Lindsay, M. June (2009), *Engineering Lectures in a Second Language: What Factors Facilitate Students' Listening Comprehension* City University of Hong Kong: Asian EFL Journal Press.

Sarah H. September. (2008) *Listening comprehension strategies and learning styles in foreign language education*. Retrieved March. 22,2016.

Sara, N. Shu, S. February (2015). *Iranian EFL Students' Listening Comprehension Problems*. English Language Department, Faculty of Languages and Linguistics. Retrieved March. 21,2016.

Tomoko, K.(2012). Issues in Second Language Listening Comprehension and the Pedagogical Implications. Retrieved March. 20,2016 .