

AN INVESTIGATIONS INTO DIFFICULTIES INTO LISTENING COMPREHENSION OF ENGLISH SOPHOMERES AT TAY DO UNIVERSITY AND SOME SUGGESTIONS

Tran Thi Bach Ngoc¹, Hua Nhu Ngoc, Nguyen Thi Lan Anh³

¹ Teacher of English, Faculty of Foreign Languages, Tay Do University, Can Tho City, Viet Nam

² Teacher of English, Faculty of Foreign Languages, Tay Do University, Can Tho City, Viet Nam

³ Bachelor of English, Faculty of Foreign Languages, Tay Do University, Can Tho City, Viet Nam

ABSTRACT

Listening comprehension is an essential part of language learning as well as communicating English. This study aims to research the difficulties of English majored sophomores at Tay Do University encounter in listening comprehension. The subjects of the study are 30 sophomores from class 15B when they were in the first semester of their academic year 2021-2022 at Tay Do University. A questionnaire is used as an instrument for this survey to investigate students' difficulties in listening comprehension. The result of this study will show English major sophomores faced some difficulties in listening comprehension. In terms of vocabulary, pronunciation, grammar, background knowledge, length of listening, and speed of the speaker. From the finding of this study, some suggestions will be given to help teachers and students in teaching and learning English listening.

Keywords: *Listening comprehension, difficulties.*

1. INTRODUCTION

1.1 Rationale

Nowadays, The English language plays a vital role in the world. As an international language, English has indeed become an indispensable part of modern society. People use English to study, to communicate, or to work in such fields as education, business, medicine, science, tourism, etc. Therefore, English is a wonderful and important language that can help people make relationships or work with other countries without any barriers and more easily than ever before.

A great number of people around the world study English as their second language (L2). At the global level, the English language has been used as the main tool to communicate between people from different countries around the world. To be a good communicator in English, people need for people to develop their linguistic competence which includes four language skills which are reading, writing, speaking, and listening. Out of all four language skills mentioned, listening skill seems to be the one that tends to get neglected for various reasons (Skripsi, 2009).

According to Brown (1994), listening is one of the main parts of communication. People listen for different purposes or obtain necessary information. Moreover, in learning a language, listening is a useful means of providing students with comprehensible input, which is an essential component of the whole language learning process.

Listening is one of the most difficult skills for foreign language learners due to the complexity of its process and different types of knowledge required for successful listening (Field, 2008; Graham & Macaro, 2008). Moreover, as Graham alluded "many learners see themselves as less successful in listening than in other language areas" like reading due to some uncontrollable facts like "the speed of delivery of texts" and "the speaker's

accent"(Graham, 2006). According to Hamouda (2013), English learners have crucial problems in listening comprehension because universities pay attention to grammar, reading, and vocabulary. Listening and speaking skills are not significant parts of many books and many teachers do not focus on these skills in their classes. Therefore, this paper provides insights into English majored Sophomores' difficulties in Listening comprehension at Tay Do University. The research questions of the study reported in this paper were," What difficulties do English-major sophomores at Tay Do University encounter in listening comprehension?" and "What strategies should English major sophomores at Tay Do University employ to improve their listening skill?"

The literature on listening comprehension in relation to students' difficulties will be summarized and then clarified for this study as well as find out the solutions to solve the challenges that sophomores face in the process of listening to English.

1.2 Significance of the research

The research is conducted to help the sophomores majoring English recognize difficulties in listening comprehension. Though the research results, students can realize the difficulties that they are facing and they can find suitable solutions to improve their English listening skills.

2. LITERATURE REVIEW

2.1 Definitions of listening comprehension

As stated from the very beginning of this thesis, listening is the primary channel for language input and acquisition in the beginning stages of learning as well as an essential skill to develop when learning English as a foreign language. It is defined as the process of decoding aural input. It is also referred to, by different disciplines, like listening comprehension because "it transforms an auditory stimulus into a mental reconstruction" (Poelman, as cited in Cardona, Londono, and Osono, 2013). Listening is a comprehension process because the listener has to construct meaning out of what the speaker transmits (Goss, as cited in Cardona, Londono, and Osono, 2013).

In Underwood's definition (1989), listening is the activity of paying attention to and trying to work out what the speaker means. It is different from hearing. Hearing can be thought of as a passive condition, when people may simply hear what others say without attempting to understand. On the contrary, listening is always an active process in which listeners have to put considerable effort to engage in the activity of constructing a message. Listeners need to pay attention to not only the speaker's accent, pronunciation, grammar, and vocabulary, but also the way they use particular words in particular ways to work out what they mean. In agreement with Underwood, Purdy (1991), Rubin (1995), and Imhof (1998) (all cited input &Luu, 2010) all saw listening as an active process. According to Purdy, this dynamic process includes attending, perceiving, interpreting, remembering, and responding to other people's needs, concerns and information. Listening, in Rubin and Imhof's view, is a process in which listeners have to select, integrate relevant information from auditory and visual clues to interpret what the speakers are trying to express.

Littlewood (1981) argued that listening was not a passive skill because it demands the listeners' active involvement. They must actively contribute knowledge from both linguistic and non-linguistic sources. Lynch (1998) asserted that listeners had to gather and incorporate information from phonetic, phonological, prosodic, lexical, syntactic, semantic, and pragmatic cues to understand the oral messages from the speakers. This idea is strongly confirmed by Buck (2001) that listening involves "both linguistic and non-linguistic knowledge". Linguistic knowledge refers to that of "phonology, lexis, syntax, semantics, discourse structure, pragmatics, and sociolinguistics", while non-linguistic relates to knowledge of "topic and context". In other words, listeners must have sufficient knowledge of the language system and general knowledge of the world to interpret the discourse. In Field's view (as cited in Cardona, Londono, and Osono, 2013), the development of listening skills can be divided into two levels; in which level 1, recognition, involves codifying phonemes, intonation, words, and phrases; and level 2, selection, requires the listeners to codify the units of oral message for understanding with being aware of the individual elements. From such understanding about listening comprehension, a tentative model of the listening process was proposed by Richards (as cited in Hadley, 2011) as follows:

- (1) Determining the type of interaction or speech event (such as conversation, lecture, discussion, or debate) in which the listener is involved;
- (2) Recalling scripts (or schemata) relevant to the situation;
- (3) Making inferences about the goals of the speaker;
- (4) Determining the propositional meaning of the utterance;
- (5) Assigning an illocutionary (functional) meaning to the message; and
- (6) Remembering and acting upon the information, while deleting the original form of the message.

All in all, listening is a complex and active process involving an individual's capacity to apprehend, recognize, discriminate, or even ignore certain information (Jeon, as cited input &Luu, 2010).

2.1.2 The importance of listening comprehension skill

We cannot deny that listening is important not just in everyday life but also in language learning. In real life, listening has a significant impact on a variety of industries. In other words, it plays a key role which can determine the success or failure of every life aspect such as communication, negotiation, business, etc. This ability "places us in our everyday situations and allows us to sustain meaningful relationships with family, friends, and coworkers" (Michael P and Deborah B, 1997). People with good listening skills can avoid communication misunderstandings.

Listening comprehension skills require a lot of time. According to Flowerdew (1994, p.10) "Listening text exists in time rather than space". In reading comprehension skills, when we read an English sentence without understanding, we can read it again. But this is not the case in listening comprehension, there are situations that only allow us to listen once and have to understand their meaning immediately.

According to Hamouda (2013) "the person who learns English like a second language (EFL) often have problems with listening comprehension, because schools often pay attention to teaching grammar, reading skills and vocabulary. Technical listening ability is not emphasized in most teaching materials and teachers do not focus on developing skills this skill in the classroom." That has a negative effect on communicating in English in practice.

According to Mendelsohn (1994), listening accounts for 40% to 50% of daily communication activities; while speaking accounts for 25 to 30%; reading is between 11 and 16%; and write only about 9%. So when we cannot understand, we cannot communicate effectively.

The ability to listen is a crucial skill that students should not overlook. They will feel more secure and motivated when learning a spoken subject if they listen properly. So in English communication, listening is also the important skill.

2.2 The importance of listening comprehension

People agreed that listening plays a chief role in human life and listening is the ability to accurately receive and interpret messages in the communication process. As Guo and Wills (2006) state that "it is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values" (p. 3). Besides, Mendelson (1994) shows that of the total time spent on communicating, listening takes up 40-50 %; speaking 25-30 %; reading 11-16 %, and writing about 9 %" (p. 9). This proves that listening is essential in everyday life. It helps people develop and improve themselves in all aspects.

That finding confirmed what Rankin discovered in 1928, that "people spent 70 % of their time communicating and that three-fourths of this time was spent listening and speaking." Peterson (2001) also states that "no other type of language input is easy to process as a spoken language, received through listening ... through listening, learners can build an awareness of the interworking of language systems at various levels and thus establish a base for more fluent productive skills" (p. 87). Listening provides the foundation for all aspects of language and cognitive development, and it plays a life-long role in the processes of communication. Listening is a complex and active mental process that involves perception, attention, cognition, and memory.

Besides, listening skills will help people to communicate effectively in daily life. If this listening skill is used in a proper way students can master the tools of communicative skills. Without effective listening ability, messages are easily misunderstood. When people want to build a strong relationship with another person, their ability and commitment to listening attentively and empathically are essential. Becoming an effective communicator is a dynamic process and a lifetime pursuit. Active listening skills will help people to communicate effectively in daily life. According to Bulletin (1952), "listening is the fundamental language skill. It is the medium through which people gain a large portion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values, and their appreciation. In this day of mass communication, much of it oral, it is of vital importance that students are taught to listen effectively and critically". Listening is the key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. When people want to build a strong relationship with another person, their ability and commitment to listening attentively and empathically are essential.

Listening has a crucial role not only in daily life but also in classroom settings. Emphasizing the importance of listening in language learning, Anderson and Lynch (2003) state that "we only become aware of what remarkable feats of listening to we achieve when we are in an unfamiliar listening environment, such as listening to a language in which we have limited proficiency" (p. 3). Most people think that being able to write and speak in a second language means that they know the language; however, if they do not have efficient listening skills, it is not possible to communicate effectively. That is, "listening is the basic skill in language learning and over fifty percent of the time that students spend functioning in a foreign language will be devoted to listening" (Nunan, 1998). For this reason, listening is vital in the language classroom because it provides input for students. Without understanding input at the right level, any learning simply cannot begin. Therefore, listening skills are also important for learning purposes since through listening students receive information and gain insights. In short, students can realize the

roles of listening skills in learning English, it is not only as a receptive skill but also the development of spoken language proficiency.

2.3 Difficulties in Listening

2.3.1 Poor Pronunciation Knowledge

Accuracy of pronunciation plays an important role in listening skills because “if the listener learns to pronounce the sounds accurately himself, it will be much easier for him/her to hear them correctly” (Ur, 1984, p.11). In other words, when using the correct sound, the listeners may listen to the listening text correctly. In contrast, if listeners often pronounce certain words inaccurately, they cannot recognize those words in the listening text: “Knowing a lot of vocabulary is meaningless if you cannot pronounce those words correctly and no one can understand the words that you are trying to use” (Anh, 2014). They cannot identify the main information, the meaning of what they hear and grasp the main content: “learners with good English pronunciation are likely to be understood even if they make errors in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect” (Gilakjani, 2012). Furthermore, students cannot recognize some familiar words when listening if they mispronounce. This becomes a big obstacle in learning English listening. The information conveyed by a sentence is expressed not only by proper words and grammar structure but also by intonation and accent. Intonation refers to the rise and fall of the pitch of the voice in spoken language. When people say something, they cannot say it without some kind of intonation; intonation is inevitable in speech (Tench, 1995). Further, intonation is closely interrelated with other factors –not only grammar and vocabulary, but also non-linguistic factors like the roles of the speakers and hearers (who is talking to whom, in what capacity, and in what type of situation). This means that a given sentence can have different intonation patterns in different situations (Livbjerg, I. & Mees, I. M. 2002). Furthermore, intonation is very important because it conveys both meaning and attitude, so when a non-native speaker gets the intonation wrong, he can be misunderstood or sometimes misinterpreted as sounding rude or demanding when this is not intended (From Linguarama International). It is worth noting that accent is another vital element in linguistic knowledge that has a strong influence on studying English listening. There is no doubt that it is not easy to distinguish which word the speakers are mentioning when hearing a new accent for the first time because the English language has many dialects in different countries such as American English, British English, Australian English, etc. In addition, according to Yagang (1994), the listeners tend to get familiar with the accents with which they mostly listen. If listeners are exposed to standard British or American accents, they will face problems in understanding other accents. This causes students to become confused in learning English listening, as well as in communication.

2.3.2 Lack of Vocabulary

A vocabulary is a small unit in English. It includes words, phrases... that have the meaning. It is a small unit but it has a great function in English, lacking vocabulary will affect English skills like reading, speaking, writing, and especially listening comprehension.

Many factors are making English learners limited lexis such as the ability to remember, unfamiliar words, analyze the meaning of words (words have the same form), learning spirit, etc. According to the data of an investigation in the International Journal of Academic Research in Progressive Education and Development showed that the great majority of the students 51/60 (85%) have responded that unfamiliar words, including jargon and idioms (sometimes, often, always) interfered with their listening comprehension. And it also relieved the result of limited vocabulary in listening comprehension “This finding coincides with Muhammad Naeem Butt, 2010; and Hanoi, 2010 who reported that the major problem hindering listening comprehension was that the students' vocabulary was too limited to understand the message. The data also proves the theory realized by Underwood (1989) that lack of vocabulary is a big obstacle to most students in listening comprehension”.

Knowledge of vocabulary is a tool to help students have the ability to set and communicate successfully. According to Hung (1998) informed that “Listening passages with known words are easier for learners to understand, even if the theme is unknown to them. His research represented that knowing the meaning of the words might arouse students learning to listen and lead to a positive effect on listening ability. Another problem is here that many words have more than one meaning and if they are used their less common usage students get confused”.

According to Arono, the author of the Journal of Applied Linguistics and Literature c he wrote “the factors that affected students' error in translation were ignorance of ellipsis; unable to identify ellipsis, idiom, and lexical meaning; lack of strategy in translating ellipsis, idiom, and lexical meaning: translating words per word; most students lack a strong background on the content of the text. It was concluded that the students got three types of error in translation, four points difficulties in translation, and six factors which influence the students' error in translation”.

There are numerous ways for students to overcome the lack of vocabulary knowledge. As learners read and uncover new words, look them up in the dictionary to get both their pronunciation and their meaning. Learners can

find similar words and phrase and their opposites (synonym and antonym, respectively) and learn the nuance among the words. Indeed, learning some words a day can also help them. In addition, one of the most powerful tools for learning new words is studying prefixes, roots, and suffixes. This is a significant part of the English language and a great tool for learning new words.

Students need to have a certain amount of vocabulary to listening comprehension. Lacking lexical, students will find it hard to understand the information from the speaker especially when they use phrasal verbs, terminologies, or slangs.

In brief, vocabulary is the most basic part of having to learn if we want to be master it.

2.3.3 Lack of Grammar Knowledge

Background knowledge is one of the obstacles in listening. According to Goh (2002) “language is rather like a mirror that reflects the national culture of its speakers”. Language does not exist without culture. Culture can be explained as what society thinks and does, and language is the expression of the ideas of society. For this reason, students need to know the cultural background of the language.

Knowledge of cultural background refers to a country’s history, politics, economy, customs, moral code, religious belief, etc. in the listening materials. Therefore, to improve the listening level of a language, having a command of its pronunciation and vocabulary is far from enough, one must have profound knowledge of its culture as well.

This may imply that most learners have limited knowledge of their ways of dealing with listening input and little awareness of the actual problems occurring during their online processing.

Background knowledge is an extensive term to describe different kinds of knowledge. According to Proverb (1990), “General background knowledge includes knowledge of target culture, knowledge of the topic under discussion, and general world knowledge of current affairs, arts, politics, and literature”. It can be referred that background knowledge includes learners’ linguistics knowledge, world knowledge, understanding about the context they are entering, and their experience which is the same as acquiring new knowledge. Anderson & Lynch (2000) stated that “lack of social-cultural, factual and contextual knowledge of the target language can also present an obstacle to comprehension because language is used to express culture”.

In short, background knowledge mentions all that learners have known, which may strongly affect how the listeners interpret and understand the message when listening. If you do not have vast knowledge in many fields, you cannot apply your knowledge to the listening text. Consequently, successful comprehension in listening takes place when the listeners have good background knowledge.

2.3.4 Length and Speech of Listening

Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) stated that the level of students can have a significant role when they listen to long parts and keep all information in their mind. It is very difficult for lower-level students to listen more than three minutes long and complete the listening tasks. According to Underwood (1989), speed can make listening passages difficult. If the speakers speak too fast students may have serious problems understanding L2 (second language) words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening. According to Underwood (1989), there are some barriers to the effective listening process. First, listeners cannot control the speed of speech. The biggest problem with listening comprehension is that listeners are not able to control how quickly speakers talk. Secondly, listeners do not have high vocabulary knowledge. Speakers may select words that listeners do not know them. Listeners may face an unfamiliar word which can stop them and thinking about the meaning of that word for a while and missing the next part of the speech. Third, listeners may lack contextual knowledge. Mutual knowledge and familiar texts can make communication easier for listeners. Listeners can sometimes comprehend the surface meaning of a passage but they can have substantial problems in understanding the whole meaning of a passage unless they are familiar with it.

2.4 Previous studies

Azmi, B. M., Celik, B., Yidliz, N., & Tugrul, M. C. (2015) states some suggestions that are beneficial to students to overcome some of their listening comprehension problems. They are as follows:

a. Listening activities should be provided based on the students’ needs and teachers should provide authentic listening materials for students that help them understand better the natural speech uttered by native speakers.

b. Teachers should design listening tasks that arouse students’ interest and help them learn listening skills and strategies. These tasks not only test the students’ listening comprehension but also motivate them to use various types of listening strategies to gain the maximum benefits in doing their activities.

c. Teachers should provide students with different types of input like lectures, radio news, films, TV plays, announcements, everyday conversation, and interviews.

d. Teachers should familiarize their students with the rules of pronunciation to help them hear the different forms of rapid natural speech and ask them to imitate native speakers' pronunciation.

e. Teachers should help their students to be familiar with the accents of different native speakers. Because native speakers have specific accents, students must recognize the differences between American and British accents.

f. Listening activities should be presented according to their level of complexities; that is, listening activities should be provided from the very simple texts to the lower level students and moved to the very complicated authentic materials to the advanced students.

g. Teachers should provide background knowledge and linguistic knowledge to their students while listening to different listening materials.

h. Teachers should give their students the necessary feedback on their performance because it can promote their error correction and increase their motivation, and help them to develop their confidence in listening exercises.

i. Teachers should help their students to develop the necessary skills of listening comprehension like listening for understanding particular information, listening for the main ideas, explanation, and inference, listening for intended meaning through providing different tasks and activities at different levels.

j. Teachers should use body language such as pointing and facial expressions to reinforce oral messages in their students.

k. Teachers should provide opportunities for developing top-down and bottom-up processing skills because top-down activities motivate students to discuss what they already know about a topic and bottom-up activities give confidence in the understanding of the components of the language such as sounds, words, intonation, and grammatical structures.

l. Teachers should encourage their students to develop listening strategies. Predicting, asking for clarification, and using non-verbal cues are some examples of these strategies that improve learners' listening comprehension ability.

m. Teachers should be appropriately trained in speaking skills. Listening is related to good pronunciation; therefore, teachers should have good and acceptable pronunciation which can help learners to become better listeners.

n. Teachers should ask their learners to always listen to music, documentaries, and news on the radio and television, talk to native speakers face to face or on the Internet so that they can create and reinforce a good habit of listening in themselves.

3. SEARCH METHODOLOGY

3.1 Research aims

This research is to investigate some difficulties in listening comprehension of English majored sophomores at Tay Do University.

3.2 Research questions

This research is required to answer the following research questions:

1. Do English majored sophomores at Tay Do University have any error difficulties in listening comprehension?

2. What are some common difficulties in listening comprehension majored sophomores at Tay Do University?

3.3 Research design

The research is carried out to find out the problem that the sophomore has faced in learning English listening. The researcher uses the survey method to do that. The reliability and validity of the research results are based on two instruments and the main key of this research is participants. They are thirty English-majored sophomores who would join in the questionnaire. To make the research more specific and more objective, ten students are randomly chosen to answer the interview question. This research is a combination of quantitative and qualitative research because its instruments are questionnaires and interviews.

3.4 Research participants

Thirty sophomores (17 females, 13 males) with the ages from 20 to 21 of English-majored sophomores at Tay Do University were invited to participate in this study. All of 30 students from English K15, class 15B in the first semester of their academic year 2019-2020 were chosen when would have already learned English for 7 years (4 years at secondary school and 3 years at high school).

According to most English-majored students at Tay Do University, listening is the most difficult skill. Although they have been learning a listening subject, they have encountered many difficulties in listening comprehension. Through the literature review and research questions, it is hypothesized that English majored sophomores at Tay Do University face problems in listening related to linguistics elements pronunciation,

vocabulary, grammar, background knowledge, length and speech of listening. This research is supposed to be a tool that will help English majored sophomores recognize their problems in learning listening and find out ways to improve listening skills.

3.5 Research instruments

Questionnaire and interview are used to collect the participants' ideas about some difficulties in listening comprehension.

3.5.1 Questionnaire

The questionnaire includes 26 questions and 25 statements and it is classified into the following group.

Group	Summary of the content of question group
a. From 1 to 5	Students' personal background
a. From 6 to 10	Pronunciation errors
b. From 11 to 15	Grammar errors
c. From 16 to 20	Vocabulary errors
d. From 21 to 25	Background knowledge errors

In group A, there are 5 questions that investigate the students' background of listening comprehension skills. Students are required to choose the answer that best suits their opinions.

The all groups with 20 statements related to students' errors in speaking are designed on the basis of the five-degree scales including strongly disagree (1), disagree (2), neutral (3), agree (4), strongly agree (5). In this part, students are required to circle the number next to each statement provided in the answer sheets to indicate their level of difficulty in listening comprehension.

3.5.2 Interview

The interview is designed to get some specific and further information from the sophomores and to help them recognize their weaknesses in listening comprehension skills. It includes 4 questions which focus on two main points. The first one is to find their errors in listening comprehension skills based on four listed elements. It aims to find which is/are the most common challenge(s) to the sophomores' learning process. The last one is to discover their further obstacles in each of errors. Because the detailed problems of each one could risk extremely serious consequences to their learning process. In the nutshell, the goal of this instrument is to find, understand, and figure out all the errors sophomores majoring in listening comprehension skills, if they identify all of them in time, then they could save a lot situation.

3.5.3 Data analysis

After the data collection, the researchers analyzed the information from questionnaire. Data from the interview papers explained by using the qualitative analysis method. All the collected data will be compiled and calculated.

3.5.4 Hypothesis

According to the second year students majoring in English at Tay Do University, listening comprehension is one of the difficult skills in learning English. Therefore, based on relevant research questions and interview, it is hypothesized that the second year students majoring in English at Tay Do University have difficulties learning in listening comprehension relating to pronunciation, vocabulary, grammar and background knowledge.

3.5.5 Procedure

This research is conducted in twelve weeks and the process is divided into 3 steps as the following table

Duration (12 weeks)	Activities in study process
Step 1: the 1 st -3 rd week	- Designing the framework of the research. - Designing the questionnaire and interview.
Step 2: the 4 th -7 th week	- Giving the sophomores a questionnaire and interview them about their difficulties in English speaking skills.

Step 3: the 8th-12th week	<ul style="list-style-type: none"> - Analyzing the data collected from the interview. - Completing the paper.
--	---

4. CONCLUSIONS

English majored sophomores at Tay Do University have faced a lot of messes in the mastering of listening comprehension, particularly problems in pronunciation; vocabulary; grammar; background knowledge; length and speech.

4.1 Pronunciation

Pronunciation is a problem of English major students in listening because it directly affects their listening ability. In addition, their mother tongue sometimes has influenced their pronunciation when students learn how to pronounce English words. This makes their pronunciation different from the native speakers. Besides, they may face problems in understanding other accents.

4.2 Grammar

Grammar problems directly affect students in listening comprehension. Students may not remember all grammar structures so they cannot realize when they hear them. In addition, sentence structures and tenses sometimes confuse students in listening, they do not meet and use them often leading to unrecognizing them.

4.3 Vocabulary

Students encounter a big problem with listening comprehension due to vocabulary cause. Typically, lack of vocabulary is the first cause of direct impact on getting and interpreting information. In addition, not enough vocabulary will affect the psychology of students so they cannot focus on listening to what they know, and interpret correctly.

4.4 Background knowledge

Background knowledge is also one of the difficulties and the student's limits affecting listening comprehension. In addition, with unfamiliar topics, students have less or no background knowledge about what they are speaking, they will find it hard to interpret. Conversely, students should have a wide knowledge of many topics, fields, life experiences to become good interpreters.

4.5 Length and speech of listening

Length and Speech barrier to the effective listening comprehension process. Students can sometimes comprehend the surface meaning of a passage but they can have substantial problems in understanding the whole meaning of a passage unless they are familiar with it. Sometimes the shortest break in attention can prevent comprehension. If the listening passage is interesting for listeners, concentration will be easy for them.

5. REFERENCES

- [1]. Brown, H. D. (1994). *Teaching by Principles-An Interactive Approach to Language Pedagogy*. Prentice Hall
- [2]. Anderson and Lynch (2003) *The importance of learning English*, vol.4 (p.109).
- [3]. Azmi, B. M., Celik, B., Yidliz, N., & Tugrul, M. C. (2014). Listening Comprehension Difficulties Encountered by Students in Second language Learning Class. *Journal of Educational and Instructional Studies in the World*, 4(4), 1-6.
- [4]. Azmi., B. M., Celik, B., Yidliz, N., & Tugrul, M. C. (2015). Listening Comprehension Difficulties Encountered by Students in Second language Learning Class. *Journal of Educational and Instructional Studies in the World*, 4(4).
- [5]. Boers, F. & Lindstromberg, S. (2006). Cognitive linguistic applications in second or foreign language instruction: rationale, proposals, and evaluation. In G. Kristiansen, M. Achard, R. Dirven, I. Ruiz de Mendoza & J. Francisco (eds.), *Cognitive Linguistics: Current Applications and Future Perspectives*. Berlin: Mouton de Gruyter, 305–358..

- [6]. Bui, T. K. L & Luu, T. T. (2010). Schema-building and Listening. *Studies in Literature and Language*, 1(5), 53-65
- [7]. Cardona, J. G., Londono, A. G. & Osono, M. L. M. (2013). The inclusion of dictogloss tasks to promote listening comprehension of fourth graders from a state school in Cartago. *MAtesis: Universidad Tecnologica de Pereira*
- [8]. Graham & Macaro, (2008). Relational listening: theoretical and practical considerations. Paper presented at the Annual Meeting of the 5th International Listening Association, 30pp. [ED 257 165]. *University Paper*
- [9]. Hamouda, A. (2013). An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. *International Journal of*
- [10]. Hismanoglu, M. (2006). Current perspectives on pronunciation learning and teaching. *Journal of Language and Linguistic Studies*, 2(1), 1-10.
- [11]. Horwitz, E. K. (1987). Surveying student beliefs about language learning. *Learner strategies in language learning*, 119-129.
- [12]. Livbjerg, I. & Mees, I. M. 2002. Teaching pronunciation in the AMEP: Current practice and professional development. *AMEP Research Centre*.
- [13]. Mendelsohn, D. (1994). *Learning to listen: A strategy-based approach for the second-language learner*. San Diego, CA: Dominie Press.
- [14]. Rost, M. (2001). *Teaching and researching listening*. London: Longman.
- [15]. Sapir, E. T. (1992). *Language: An Introduction to the Study of Speech*. New York: Harcourt Brace & Company.
- [16]. Schmidt - Rinehart, B. (2000). The effect of topic familiarity on second language listening comprehension. *Modern Language Journal*, 78, 179-189.
- [17]. Stahl, S. A., & Fairbanks, M. M. (1986). The effects of vocabulary instruction: A model-based meta-analysis. *Review of Educational Research*, 56, 72–110.