Research:7

"Listening Comprehension skill difficulties as perceived by 1st Year EFL Female Students at Arar College of Education"

By :
Dr. Mrumah Hajy Alenazi

''Listening Comprehension skill difficulties as perceived by 1st Year EFL Female Students at Arar College of Education''

Abstract:

The present study aims at investigating listening Comprehension skill difficulties as perceived by 1st Year EFL Female Students at Arar College of Education .Subjects of the study consisted of 96 1st year EFL students at Arar College of Education .The problem of the study is stated in the question:" What are the difficulties of Listening Comprehension as perceived by 1st year female students at Arar College of Education ?A questionnaire is built to identify listening skill difficulties encounter 1st year students, and Likert four point scale is employed. The following statistical Methods are used, frequencies , percentages, Arithmetic means ,standard deviations, and Alpha Cronbach .Results show that there are difficulties related to the following , teacher's techniques of teaching in teaching Listening skill , English sound system, English words meaning, memory and attention, topic of the lecture , learner's strategies of learning, the listened text, tasks & activities of listening, listener, the environment surrounding the listener, and the emotional and psychological side of the listener .The recommendations of this study included the need to pay more attention to teaching listening, not to testing it, More attention should be devoted to develop listening comprehension skills. Teachers should adopt and select listening activities and techniques relevant to the students needs and characteristics.

" صعوبات مهارة الاستماع والفهم من وجهة نظر طالبات اللغة الانجليزية في كلية التربية للبنات بعرعر "

د/مريومة حجي ناوي العنزي

• **المستخلص** :

تهدف الدراسة الحالية إلى التعرف على الصعوبات التي تتعلق بتعلم مهارة الاستماع والفهم والتي تواجه طالبات المستوى الأول في قسم اللغة الأنجليزية بكلية التربية للبنات بعرعر ،وقد أستخدمت الدراسة المنهج الوصفي التحليلي وقد طبقت الدراسة على طالبات السنة الأولى في قسم اللغة الانجليزية، والتي تتكون من" ٩٦"طالبة. وتتلخص مشكلة الدراسة في السؤال التالي: مالصعوبات التي تواجه طالبات السنة الأولى في قسم اللغة الانجليزية في كلية التربية للبنات بعرعر في تعلم مهارة الاستماع والفهم ؟ وقد قامت الباحثة بتصميم استبانة لتحديد أهم الصعوبات التي تواجه الطالبات في تعلم مهارة الاستماع،وتم عرضها على المحكمين واستخدم مقياس ليكرت الرباعي .كما استخدمت الأساليب الإحصائية الآتية ،التكرارات ، المتوسطات ،الانحرافات المعيارية ،الترتيب ،النسب المئوية بالإضافة إلى ألفا كرونباخ لقياس ثبات أداة الدراسة . وكانت نتائج الدراسة كالتالي : يوجد صعوبات تواجه الطالبات تتعلق بالآتي : التقنيات التي يستخدمها المعلم في التدريس،صعوبات تتعلق بأصواتالكلمات ، ،صعوبات تتعلق بمعاني الكلمات، صعوبات تتعلق بالتذكر و الانتباه صعوبات تتعلق بموضوع المحاضرة ، صعوبات تتعلق باستراتيجيات التعلم ، صعوبات تتعلق بالنص المسموع ،صعوبات تتعلق بأنشطة الأستماع ،صعوبات تتعلق بالمستمع ، صعوبات تتعلق بالبيئة المحيطة بالمستمع،صعوبات تتعلق بالجانب الانفعالي والنفسي للمستمع.وقد توصلت الدراسة إلى التوصيات التالية ينبغي إيلاء الاهتمامبتدريس الاستماع وليس باختباره فقط المزيد من الاهتمام ينبغي أن يكرس لتطوير مهارات الاستماع،ينبغي توفير بيئة مناسبة للطلاب من قبل المعلم ،التأكيد على أهمية استخدام الوسائل التعليمية الحديثة كالكمبيوتر والفيديو ،ضرورة استخدام اللغة الانجليزية كلغة الحوار والتقليل من اللغة العربية مما يعزز اللغة لدى الطلاب ، أهمية استخدام العديد من الأنشطة من قبل المعلم للمساهمة في تنمية المهارة كما ينبغي أن تكون ذات صلة باحتياجات الطلاب واهتماماتهم ،تزويد المعلمين بشكل دوري بأحدث الاستراتيجيات والتقنيات المتبعة في التدريس.

Introduction

English language is a means of communication; as it enables people to communicate with each other. It is the language of computer, the language of medicine and treatment ,business ,trade, policy , navigation, tourism , travel, and the Language of education in many universities and institutes all over the world.

Listening skill is one of the most important aspects of communication process . Lee (1986) points out that an effective listener was a more effective language learner and user .Different researches refer to the importance of listening in both communication and language learning Mee (1990) indicates that listening is important because the ability to understand what others say is essential to communicative interaction ,he adds that listening is of a great importance to learning in general and to language learning in particular. Lingren (1997) and Devito (2004) mention that listening is a vital and necessary skill needed for :" (1) creating and maintaining relationships ,(2) parenting children effectively ,(3) learning and acquiring information (4) working together and making effective decisions on the job , and (5) influencing the attitudes and behaviors of others". Byrnes (1984) assures that listening plays an important role in building students understanding which is crucial to develop other language skills ,e.g. speaking, reading, and writing.

Language learning depends a great deal on listening which supplies the aural input that acts as the basis for language learning. Pekin, Altay and Baytan (2006)) claim that listening is the first language skill that students have to master. They maintain that this skill plays a long-life

role in the process of learning and is essential to communication and productive participation in life; and if students are good listeners, they will be able to participate more effectively in communication. Ross (2006) also claims that students with good listening comprehension skills are better able to participate effectively in class. In spite of the role of listening in communication and language learning as a whole it is considered one of the most neglected skills in language teaching ; it has received less attention in language teaching than have the other three skills as revealed by Mee (1990) , Loffredo-Roca(1997), Enger (1998) , Burrows (1999) . In this aspect ,Abdel Latif (2002:1) mentions that listening as an essential skill does not employ a central place in TEFL, and that little is offered in terms of methodology or practical applications for helping students develop their listening skills.

Hamada (1990) indicates that listening comprehension skills have been neglected , in spite of the vital role which it plays in language learning and teaching process. Abo Essa (2005) assures that listening is, completely a neglected skill. It does not attract any attention from course designers curriculum developers and teachers. Lately when more attention has been given to listening comprehension , different techniques and strategies have been used for teaching listening and improving listening skills such as: (1) using new technology ,(2) using metacognitive strategies, (3) having students listen to some authentic materials and then do simple tasks,(4) providing visual and written support during listening ,and providing positive feedback , as indicate by Sheerin, and Strother (1987),Willetts (1992) and Sadow (2000).

Eastman (1987) describes listening as the most difficult of the four skills the beginner of a foreign language have to develop. Belasco (1965) added that listening comprehension have been called the "most underestimated and least understood aspect of foreign language learning".

According to Lee (1986), a listener is actively engaged in the process of constructing a message and how accurate his perception or understanding of the message depends on the knowledge of the language as well as knowledge of the world. Listening is not merely receptive because in real life situations, people rarely listen to a spoken text for its own sake. They usually have specific objectives for listening.

Thompson & Rubin,(1996, p. 331) consider listening as 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.

Underwood (1989) points out that students whose culture and education include a strong storytelling and oral communication tradition are generally " better " at listening comprehension than those from a reading and book-based cultural and educational background. Moreover, learners whose native language possess the stress and intonation features similar to those of English are likely to have less trouble than the learners whose L1 is based on different rhythms and tones.

statement of the Problem

Communication competence includes four main activities: speaking, listening, reading, and writing .The most needed ability in everyday communication is the skill of listening. The ability to follow

a speaker in a foreign language and respond appropriately needs to be taught like all other language skills. English listening skill have been seen as an important prerequisite to other language skills in English learning

The researcher has noticed From her experience of teaching EFL listening skills, that most of the students who enroll in the English Department of Northern Border University have serious deficiencies in listening comprehension.

On surveying reasons of such deficiencies, students state that they suffer from difficulties of manipulating the skill of listening such as, accent pronunciation, speech rate, unfamiliar topic and vocabulary ,a problem which consequently affects other communicative skills and abilities of speaking, reading ,and writing since they are all integrative . For the above-mentioned reasons , the researcher attempted thecurrent study to investigate the difficulties of Listening Comprehension as perceived by EFL students.

Questions of the Study:

The present study attempts to answer the following main question:What are the difficulties of Listening Comprehension as perceived by 1st year female students at College of Education ?

Purpose of the study

The purpose of this study is to investigate the difficulties of listening Comprehension skill that face first year students of English Department at College of Education.

Significance of the Study

This study is significant because:

- *It enhances EFL students' awareness of the importance of listening Comprehension in EFL.*
- *It provides the English teachers with a sample of teaching listening skill techniques .*
- *It provides guidelines upon which other remedial programs can be constructed for developing EFL students' listening skills.*
- *It will draw the attention of other researchers to the field of teaching and learning listening Comprehension skill.*

Limitations of the Study:

This study is limited to 1st year students of English department at Girls College of Education.

Definition of Terms:

Listening Comprehension:

It is defined as an active and complex process which requires learners to receive sounds , attends to relevant sounds , assign meaning and store the message for later use (Speer ; 2002:112).

Devito (2004) views listening as an active process of receiving , understanding , remembering , evaluating , and responding to communicative discourses.

Thus , listening can be defined in the present study as an active process , in which the person can make sense of what another person is saying.

Skill

Cottrell (1999,21)defines skill as a performance and the ability to learn well and whenever we want. It is an activity the learner will develop through the exercise of an activity supported by the feedback. All the skill of the skills consists of smaller sub-skills, and deficiencies in any of the sub-skills affect the quality of overall performance.

It is defined in this study as the ability to perform an activity related to the skill and mastery of the efficiency of the listening.

Theoretical Framework:

Listening Skill

Listening comprehension skill is not merely a process of decoding language, but an active process of inference and hypothesis building. During this process, receptive, constructive, and interpretative aspects of cognition are utilized in both first language and second language settings (Rost, 2005). Listeners do not passively absorb the words, but actively attempt to grasp the facts and feelings in what they are hearing by attending to what the speaker says, to how the speaker says it, and the context in which the message is delivered (Purdy, 1997). It is a process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above and interpret it within the immediate as well as the larger socio-cultural context of the utterance (Vandergrift,1999).

Listening comprehension skill can not be considered passive since comprehension is a key factor in it. In their book "listening", Anderson and Lynch (1988) argue that listening is neither passive nor receptive as it involves more than language. Successful listener plays an active role in the process(p.6)." Understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means.".

Nature of Listening Skill

Rivers (1980) has discussed the nature of the listening comprehension skill. In order to comprehend a spoken message, Rivers explains, listeners take the 'raw materials' of words, their

arrangements, and the rise and fall of the voice, and from these materials listeners create a 'significance;. This significance the listener creates is in his own mind only not even in the mind of the speaker. There is 'meaning' in what the speaker produces which is called 'speaker's meaning' but significance is in the mind of the listeners. This significance, as Rivers states, is dependent on three factors:"(1) There is the linguistic information that is extracted from the sound signal i.e. what listeners perceive aurally of sounds, words and their arrangement in utterances, for what the listeners perceive is not necessarily what was emitted by the speakers.(2) The situational context of the utterance affects what listeners perceive to be the relationship between what they have heard and has been said, and also their expectations of what will follow.(3) The comprehended message is dependent on what the listeners perceive to be the intentions of the speaker". (p.35).

When comprehending oral message, then, listeners are not just extracting linguistic information but are selecting and matching what have been selected against probable messages that they are anticipating. Thus, the listening comprehension skill is far from being a receptive skill. Listening comprehension is also stressed as an active process involving two levels of comprehension. They are referred to as the 'top-down' and the 'bottom-up' levels (Widdowson 1983, Anderson and Lynch 1988, and Nunan 1989) . The listener follows the top-down level of comprehension when he/she focuses on specific information and relates it to existing knowledge. The bottom-up level requires the listener to focus only on recognition of grammatical and syntactic patterns of spoken language. Reliance only on the bottom-up level of processing does not enable the listener to build up his/her inferences, predictions, guesses, interpretations or to use prior knowledge related to the listening situation. Therefore building up listening comprehension skill is based on the top-down level which depends on the listener's effective use of the world knowledge i.e. schemata script. Schemata script is known as listener's previous knowledge, experiences relevant to the natural situations i.e. going to a restaurant, a bank, the dentist, or checking out library books (Rost 1990, Murphy (1991),Anderson and Lynch(1988) and others).

According to Mee (1990), listening is a complex process which involves two basic levels: recognition and selection. When the learners is first confronted with a foreign language, he/she hears only a barrage of meaningless noise. Gradually after exposure to the

language, the learner recognizes the elements and patterns like phonemes, intonation, words and phrases. When the learner is able to recognize the phonological, syntactic and semantic codes of the language automatically, the learner has reached the level of recognition. Next, the learner sifts out the message bearing units for retention and comprehension without conscious attention to individual components. This is the level of selection.

From another perspective, Grognet and Van-Duzer (2002) point out that listening is an active process of selecting and interpreting information from auditory and visual clues. As an active process, Van-Duzer (1997) indicates that listening involves some basic processes which do not necessarily occur sequentially; they may occur simultaneously, in rapid succession, or backward and forward as needed. He adds that each of these processes influences the techniques and activities a teacher might choose to incorporate into instruction in order to assist learners in learning to listen as well as listening to learn. Then, he explains that during these processes, the listener:

- *determines a reason for listening.*
- *takes the raw speech and deposits an image of it in short-term memory.*
- *attempts to organize the information by identifying the type of speech event (conversation, lecture, radio) and the function of the message (persuade, inform, request).*
- *predicts information expected to be included in the message.*
- *recalls background information expected to be included in the message.*
- *assigns a meaning to the message.*
- *checks that the message has been understood.*
- *determines the information to be held in long-term memory.*
- *deletes the original form of the message that has been received into short-term memory.*

In addition to the previous processes, Miller (2002) describes listening , in another way, as a process that involves five steps:

- *Receiving which is the act of hearing sounds; the physical act of hearing.*
- *Selecting and deciding which sounds to direct attention.*
- *.Interpreting and decoding the message.*
- *Understanding and placing the received meaning into own experience.*
- *Evaluating and responding.*

Other researchers have revealed that listening has a great importance to learning English language. One of those researchers is Nation (1985) who expresses this importance clearly saying that: "Listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge necessary for suing the language. When this knowledge is built up, the learner can being to speak. The listening-only period is a time of observation and learning which provides the basis for the other language skills." (p. 17)

Furthermore, Al-Khuli (2000:58), Hyslop and Tone (1988), and Mee (1990) support the previous view explaining that listening provides the foundation for learning, for all aspects of language and cognitive development, and it plays a life-long role in the process of learning and communication essential to productive participation in life. Moreover, Al-Khuli (2000: 58) adds that unless the learner hears accurately and understands correctly, he/she will not be able to respond adequately. In this respect, Smith, Finn and Dowdy (1993: 142) explain that any deficit in this important skill means a significant reduction in the cognitive ability of the student to process incoming information.

In foreign language teaching and learning, listening skill has attracted the least attention of the four skills when the amount of research done in all four skills and the curricula of most foreign language programs are considered (Call, 1985).

Researchers used to regard listening as a passive skill but since the 80's it has been accepted as an active skill. Listening had often been considered something which could just be picked up by learners. Thus, teachers saw little need for developing a specific research agenda to teach listening.

Listening is a highly refined skill which includes a number of different cognitive and affective mechanism. It is not only the process of a unidirectional receiving of audible sounds but also a psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain, and an interactive process as the brain acts on the impulses (Brown, 2001). Some essential features of the listening process can be listed as follows:

- *Listening is an interpretive process through which listeners generate internal texts which commonly differ from what they hear in unexpected ways (Murphy, 1985). The listener, therefore, has to put all his energy to communicate with the text.*

- *Listening is an active process where the listener makes use of the necessary strategies which will lead him to the meaning. The teacher's role is to show paths to effective listening by training the students on these skills.*
- *Listening is usually an interactive process. The listener does not always just listen, but he also responds to the speaker or asks questions for clarification.*

Description of Listening Skill

Listening means the ability to identify and understand what the others say (Saricoban, 1999, p.1).In addition, Beatty (1999) believes that listening is an intellectual as well as moral skill where the good listener pays adequate amount of attention to comprehend the message in order to interact effectively with the speaker.

The word listen is derived from the Middle English word listen, which originated from Old English hlysnan (hlud-loud), and simply referred to paying attention to sound. In present day literature, listening contained a more sophisticated definition: listening is an in-depth process and is beyond hearing. Webster (2003) defined listening as to make a conscious decision to hear. Burley-Allen (1995) defined listening as one of the four parts (reading, writing, speaking, listening) .

The International Listening Association (1995) defined listening as "the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages". Burley-Allen (1995) argued that listening is a process, entailing a sophisticated mental model which requires energy and discipline. Bakhtin (1998) believed that every word in a conversation is a response to another word. Listeners must prepare to respond to what they hear. He further believed when the listener perceives and understands the meaning of speech, the listener takes an active responsive attitude towards it. Simultaneously, the speaker expects some kind of response such as agreement, sympathy, criticism, etc. (Shotter, 1993; Tate, 2001).

Richards (1992) defined listening comprehension in learning English language as involving individual linguistic units (e.g. phonemes, words, grammatical structures, background knowledge), linguistic and cognitive skills, strategies and expectations that the listener use in decode what is presented in the topic and situation based discourses in the context.

Listening ability is the basis for acquiring "comprehensible input" for the follow-up speaking out-put (Qi, 1997). This requires the

listener to not only understand what is being said, but also to select the important, relevant information and reduce it to a form that can be taken down quickly in writing and remain understandable for intake later. As the result, the mastery of listening ability is crucial for our EFL learners, and they should play an active role in activities and focused tasks.

According to Goss (1982), listening comprehension is a process in which the listener constructs a meaning out of the information provided by the speaker.

Underwood (1989) defines listening as "the activity of paying attention to and trying to get meaning from something we hear" (p.1) Purdy (1997) expanded the definition as "the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs concerns, and information offered by other human beings" (p.8) Rost (2002), classed definition of listening into four board areas. Listening can involve simply receiving what the speaker is saying. Listening can be the building up of understanding and interpretation from what the speaker says. Listening can involve interaction and negotiation with the speaker. Listening can involve empathy with and deep understanding of the speaker or the context. According to Howatt and Dakin (1974), listening is 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. An able listener is capable of doing these four things simultaneously. Thomlison's (1984) definition of listening includes "active listening," which goes beyond comprehending as understanding the message content, to comprehension as an act of empathetic understanding of the speaker. Furthermore, Gordon (1985) argues that empathy is essential to listening and contends that it is more than a polite attempt to identify as speaker's perspectives. Rather more importantly, empathetic understanding expands to "egocentric prosocial behavior". Thus, the listener altruistically acknowledges concern for the speaker's welfare and interests. Ronald and Roskelly (1985) define listening as an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing that writing and reading demand; and these authors present specific exercises to make students active listeners who are aware of the "inner voice" one hears when writing.

Since listening is, according to Wang Shouyuan (2003) the most important component in the five aspects of overall English competence he suggests as listening, speaking, reading writing and translation, it deserves particular attention. Educators must actively explore the nature and process of listening comprehension and study the theory and methodology of listening comprehension in order to improve listening teaching outcomes and make students recognize that listening comprehension is the crucial aspect of English learning.

Coakely (1985) tends to define listening skill as the opposites of negative attitudes. She discusses one common negative listening attitude as self-centeredness-as opposed to being "other-oriented," with a genuine interest in others that leads to acknowledging another person's comments by asking open-ended questions. Disrespect, another negative listening attitude, is shown by sending "superiority" signals and/or by interrupting.

The Importance of Listening Comprehension Skill

It is well known that listening comprehension plays a key role in foreign language teaching, (Brown, 1986, Anderson and Lynch, 1988; Brown,1989; Phillips, Rost, 1990; 1993; Shorrocks, 1994 Grabielatos, 1995). Listening is assuming a more and more important place in foreign language teaching and learning process. Rost (2002) defines listening as having a receptive, constructive, collaborative and transformative orientation. The listener, in this view, not only receives what the speaker says, but also goes through a process of constructing a meaning, negotiates this with the speaker and through personal involvement transforms what is heard. The importance of listening cannot be underestimated and it may well be the most important skill involved in the learning of foreign languages. Listening comes before speaking, for the child listens for an extended period of time and then begins to speak. Nothing can justify teachers slighting or even ignoring the students' complaint about the difficulty of listening comprehension. But the listening skill is the only one over which learners have little or no control; one can read, speak, and write at one's own pace, level of vocabulary and syntax, but you have to listen or someone else's pace, level of vocabulary and syntax. The process of hearing, identifying, understanding and interpreting spoken languages is the first step of successful communication (Lewis, 2000).

However, a common phenomenon is that some college students, who have learned English for at least six or ten years and passed College English Test of Band 4 or Band 6 for non-English majors, are still incompetent in communicating with native English speakers.

There are a number of reasons why listening is important for first- and foreign-language learners, Firstly, listening is an essential prerequisite for oral communication to take place (Benson & Hijett, 1980). Secondly, it often influences the development of reading and writing (Scarcella & Oxford, 1992), and helps to enlarge students' vocabulary (Rubin, 1982). Thirdly, it plays a central role in academic success because the lecture remains the most widely used method for instruction at all levels (Dunkel, 1991; Powers, 1985).

Underwood (1989) discusses the importance of listening and how English learners needed to listen to English in different situations and for different purposes in their real life, depending on varied situations. Pierce (1998) stated that listening as an interactive, not passive process, that the students need to reply much effort and practice. He explained that listening involves actively perceiving and constructing from a stream of sound. In order to do well in listening the listeners must have interactive process, which requires learners to have adequate knowledge of the language to decode the message, and the ability to apply different strategies.

Listening is not only a process of receiving audio stimuli, but also a complex interaction of different cognitive and affective mechanisms. The central role of listening comprehension in the second or foreign language acquisition process is now largely accepted (Kang, 1997), and listening plays an extremely important role in the development of speaking abilities, usually during the communication, one person speaks and the other attends by means of the listening process. During interaction, everyone plays the double role of a listener and a speaker. According to Mendelssohn and Rubin (1995), "While listening, learners must comprehend the text by retaining information in memory, integrate it with what follows, and continually adjust their understanding of what they hear in the light of prior knowledge and of incoming information" (p.35). One cannot respond properly if s/he cannot understand what is said. So, listening is closely related with speaking and is the basic mechanism through which the rules of language are internalized.

Richard (1983) and Brown (1994) claim that the processes of listening comprehension are as follows: (a) the hearers process "raw speech" and keep the image in the short-term memory, (b) the hearers determine what type of speech they are processing, (c) the hearers infer the purpose of the speaker, (d) the hearers recall prior

knowledge which is related to the new content and the particular subject matter, (e) the hearers give semantic interpretations to the utterance, (f) the hearers assign an intended meaning to the utterance, (g) the hearers decide whether delete the form in which the information is originally received.

A large number of studies verify the importance of listening. Mendelsohn (1983) defines listening comprehension as the ability to hear, understand, and communicate the purpose of the messages. Murphy (1991) identifies listening comprehension as an interactive and interpretive process; listeners did not just passively receive the information but dynamically construct the meanings. Vandergrift (1996) states that listening comprehension has been considered a vital role in language development. According to Byrnes (1984), listening is a basic competence of internalizing the language message presented by the speakers; listening is a complex and active process of listeners' mental activity when they are receiving the message from the speakers. Feyten (1991) claim that listening is a necessary language skill to diagnose and predict learners' language achievement.

Recent researches demonstrate the critical role of meaningful language input in language learning (Dunkel, 1991; Feyten, 1991). As listening is a receptive skill, language learners have the opportunities to acquire language input. Therefore, listening comprehension plays a key role in facilitating language learning.

Byrnes (1984) emphasizes the importance of listening by pointing out that "listening comprehension precedes production in all cases of language learning, and there can be no production unless linguistic input was provided and became comprehensible intake for a listener" (p.318). Also, listening is the first language skill developed; it comes before speaking, reading, and writing (Lundsteen, 1979, Devine,1982, Wolvin & Coakley, 1988). According to Devine (1982), listening is the primary means by which incoming ideas and information are absorbed.

The Characteristics of Listening skill

The characteristics of listening were studied by Wilkinson, Stratta and Dudley (1974); Brubridge (1986), and Nicholas (1988). Brubridge (1986:7) list six characteristics of listening and their implications for teaching listening.

- *Spoken language is different from written language. Spoken language is not organized, does not consist of complete sentence and is full of interruptions, hesitations and repetition and does not necessarily contain a lot of information. Hence students should be exposed to authentic speech instead of artificial dialogue or written speech which is read.*
- *.The listener is usually helped by visual information which facilitates understanding. We can see the speaker and his expressions. Therefore, a lot of visuals (slides, maps, photographs etc) should be used or native speaker should be invited to class.*
- *Listeners would have "expectation" about how a conversation might go, what they are going to hear and what their interlocutor is going to say. The implication is that there should be pre - listening activities to prepare students for what they will hear.*
- *Listeners have contextual knowledge about the speaker and the situation. Thus, pre-listening activities should ensure that students are privy to contextual knowledge.*
- *.People listen for a purpose and they have a specific reason for listening. Hence it is vital that students are asked to listen for something during their While-listening exercises.*
- *Often spoken language is simply for social interaction and not for exchange for ideas or information. Therefore students should not be asked to listen for facts all the time. Students should be encouraged to listen for gestures, attitudes and feelings too.*

Besides the above characteristics listed, Brown & Yule (1983), and Sheering (1987) point out that listening comprehension is not a "100 percent". Students should therefore be trained to operate with partial reasonable interpretations of what they are listening and not be expected to process every word Brown and Yule (1983).

Types of Listening

Studies have been done on various kinds or types of listening In her work, Tate (2001) briefly describes four types of listening as put forth by Purdy (1997). First, comprehensive listening is when one listens for an understanding or the message. Second, critical listening occurs when one wants to make an intelligent response to persuasive message. Third, therapeutic listening is a non-judgmental way of listening with the interests of the speaker in mind. Finally, appreciative listening is relaxing method in which the message is enjoyed for its own sake. In addition, Kratz and Kratz (1995), described five types of listening.

Social Contact : Listening to Bond; 2) Entertainment: Listening to Appreciate; 3) Information: Listening to Learn; 4) persuasion: Listening to Decide; and 5) Catharis: Listening to Enable.

- *Listening to Bond simply refers to the communication that occurs to build relationships with friends and family. For example, "How are you today?" is used to build a relationship bond as opposed to hearing about the person's medical history.*
- *Listening to Learn refers to sharing information. Instead of listening to judge, the listener seeks to understand the speaker and gain knowledge.*
- *Listening to Decide involves listening to criticize because it is persuasive. A person listens for a weakness in order to determine the validity of the speaker.*
- *Listening to English allows the speaker to "get something off their chest." The listener enables the person to relieve stress or frustration without being judgmental or critical.*

Brown (1994) illustrates that there are six types of classroom listening comprehension which are:

- *Reactive listening where the learner listens to the surface structure of an utterance for the sake of repeating it. This type of listening includes little meaningful processing.*
- *Intensive listening in which the main focus is on certain elements or the spoken language such as phonemes, words, intonation.. etc.*
- *Responsive listening which refers to teachers' language that is used to elicit immediate responses from the learner such as asking questions (How are you today?), giving commands (Look at the blackboard), or checking comprehension (How many people arrived at the bus stations?).*
- *Selective listening in which the learner decides to scan the material selectively for certain information and not for global or general meanings. Selective listening differs from intensive listening in that the discourse is relatively longer such as listening to sorties, speeches or media broadcasts.*
- *Extensive listening which aims at global understanding or the spoken message.*
- *Interactive listening which includes all five of the above types since the learner participates in discussions, debates, conversations, and role-plays. The learner's listening performance must be integrated with speaking and sometimes with other skills) in relatively authentic interchanges. (pp. 242-244)*

Richards (1985: 198-199) indicates that there are two major types of listening: conversational and academic listening, and each type requires a different set of skills although the two types share some common skills. For example, conversational listening requires the ability to recognize the communicative functions of utterances. Predict outcomes from events described, and to infer links and connections between events. On the other hand, academic listening requires the ability to infer relationships (such as cause, effect, conclusion), follow different modes of lecturing (e.g. spoken, audio, audio-visual), and to follow lecture despite differences in accent and speed.

Furthermore, Anderson and Lapp (1988: 87) reveal that in the classroom it is possible to guide student's listening so that their listening may be selective, purposeful, accurate, critical, and creative. On this basis, they classify listening according to the degrees of complexity and involvement into six categories: (1) social listening, (2) secondary listening, (3) appreciative listening, (4) critical listening, (5) concentrative listening, and (6) creative listening.

Moreover; Mee (1990) shows that some researchers have categorized listening into extensive and intensive listening. Concerning extensive listening, it is listening for pleasure and interest without having to pay a lot of attention to content and language. It keeps the student's motivation and interest high, as well as gives valuable extra contact with English in its spoken form. One example of extensive listening is story telling. In contrast, intensive listening is much more controlled, with one or two specific points. Intensive listening can be primarily for language items as part of the language teaching programs or it can be for general comprehension and understanding. Intensive listening is the more widely used form in the classroom. In intensive listening, students have to collect or organize information. In addition, learners at beginning and intermediate levels should spend most of their listening time in listening intensively to graded materials.

Purposes of Listening

Listening has an active nature which enhances second and foreign language learning. This active nature of listening means, according to Littlewood (1981: 67), that the learner must be motivated by some communicative purposes which determine to a large extent what meanings he must listen for and which parts of the spoken text are most important to him. These purposes help learners learn how to listen. In that sense, when learners are aware of what they are

listening for, they will learn how to listen. So, it is necessary for learners to recognize these listening purposes in order to be effective listeners, and for teachers to establish clear purposes or objectives for learners in the area of listening.

Different researchers refer to some listening purposes that students need to be aware of. For example, Littlewood (1981: 67) and Willis (1981: 134) mention that learners may listen for the general gist, specific information, cultural interest, people's attitudes and opinions, organization of ideas, sequence of events, lexical items-words expressing noise/movement, structural items – their use and meaning, or for functional items – their form and use. Furthermore, Brown and Yule (1983: 57) clarify that students should listen to arrive successfully at a reasonable interpretation of what the speaker has intended to communicate, and not to process every word, and not to try to work out all that is involved in the literal meaning of the utterance.

Moreover, Anderson and Lapp (1988: 90-91) indicate that the purposes of listening are functional and appreciative, and these purposes are similar to reading. In functional listening, students are concerned with finding facts, getting a general idea, following directions, or putting the material to work in some way. In appreciative listening, Students are ready to enjoy a selection for its own sake – a story for its humour or a poem for its expression. Then, they add that students may also combine function and appreciation in listening with a view to creating a dramatization. In brief, they summarize some of the listening purposes in their description of the good listener as follows: the good listener is polite, getting facts, listening thoughtfully, listening for a reason, and making intelligent use of what is heard.

In addition to that, El-Toukhy (1994: 238) refers to another purpose of listening which is enabling the learner to perceive the second language in the way native speakers perceive it. In order to achieve this purpose, she points out that there is a need for listening practice that is not a usual kind of mimicry or memorization exercises often used in classrooms and in language laboratories. But the intended listening practice, according to her, is the practice in which the learner is to listen with full attention to something that interests and challenges him, is to get the meaning of what he hears, and then produce a response that shows he has understood. Commenting on the

previous view, Harmer (1998: 97) asserts that in order to perceive the second language in the way native speakers perceive it and achieve the intended listening practice, students need to hear different varieties of English and accents – rather than just the voice of their teacher with its own idiosyncrasies, so they will be able to listen with understanding to spoken English out the classroom.

Furthermore, Helgesen (1998) views that students need to be aware of what they are listening for, and then to adjust their listening to match their purposes in their native language because this is the first step in learning how to listen. From this point of view, Ediger (2000) and Saricoban (1999) confirm that in order to learn how to listen, students should be given clear purposes for listening and it is the teacher's responsibility to establish these purposes. Furthermore, Saricoban suggests that students should be trained to listen for enjoyment, information, persuasion, comprehension, and for solving problems. Moreover, Saricoban (1999) lists a group of purposes that should be included in a listening activity as follows:

General information (understanding of the main points).

- *Specific information (understanding of the particular items).*
- *Cultural interest (generally informing about the target language culture).*
- *Information about people's attitudes and opinions.*
- *The organization of ideas.*
- *Sequence of events.*
- *Recognizing lexical items (words expressing noise/movement).*
- *Recognizing structural items (their use and meaning).*
- *Recognizing functional items (their form and use).*

Factors Affecting Listening Skills

Factors affecting FL listening comprehension have been discussed by many researchers. (Brown & Yule, 1983; Rost, 1990; Rubin, 1994; Goh, 1999). Rubin (1994) conducts an extensive review of more than 130 listening comprehension studies and identified five factors: text, interlocutor, task, listener, and process characteristics. More recently, Goh (1999) determines factors that L2 learners believed influence their listening comprehension. Based on verbal reports and diaries by the participants, her study identified five categories: text, speaker, listener, task, and environment. It went as far as figuring out to what extent the learners know the effects of the factors. The finding showed that the ESL students in her study possessed "a great deal of explicit knowledge about factors that influenced their listening comprehension" (p. 35). The findings in Goh's study (1999) also produces the five most commonly cited factors: vocabulary, prior

knowledge, speech rate, type of input, and speakers' accent. These factors can be interpreted as characteristics that can make the listening process difficult. Among the above-mentioned various factors many studies identified, the present section reviews the factors in the order of vocabulary, speech rate, authentic materials, background knowledge, and learner strategies.

In their studies, Brown (1994), Norris (1998), and Underwood (1989) identify certain factors that may highly influence the processes of listening comprehension. Some of these factors are: (a) The learners may not perceive certain English sounds with accuracy because they do not exist in their native language, (b) They are not used to the stress and intonation patterns of English, (c) They may be confused when the speaker uses reduced forms such as I'll, I gotta, ain't… etc,(d) They can not control the speed of the speaker's utterances, (e) They do not have the authority to get things repeated, (f) They may not be able to pay attention and concentrate on the sender's message, and (g) They may have already established bad learning habits such as overly, listening perfectionism. Yagang (1997: 191) refers to another factor which is that foreign language learners usually devote more time to reading than to listening, and this of course affects listening comprehension. Furthermore, Rega (2000) and Miller (2002) mention that listeners may practice some bad habits which contribute to ineffective listening. For example, the listeners can allow their mind to wonder and day dream, allow personal problems to keep them from listening effectively, succumb to distractions, react strongly to the speaker's style or reputation, hold the speaker responsible for effective communication and fail to become an active part of the communication process, fake attention and give false feedback to the speaker, avoid difficult material and seek out only entertaining messages, forget to check for understanding the essence of the message being communicated, and finally they can listen only to the facts and fail to listen to concepts or ideas.

Teaching Listening

Teaching of listening attracts the attention of different researchers to study the history of teaching listening and how it has been developed from 1950s till the 1990s. Some of these researchers, such as Brown (1987: 11), Dadour (2003: 5), and Mendelson (1998), reveal that: the teaching of listening has been regarded by three different perspectives or three major stages during the last fifty years. Accordingly, the following description will illustrate these three major stages of teaching listening that have taken place throughout the fifty years.

The first stage takes place in the 1950s, 1960s, and early 1970s, when language educators were influenced by behaviorism as mentioned by Mendelson (1998). Brown (1987: 11) refer to the position of listening in the first stage saying that as the idea of teaching the four skills developed during the late 50s and 60s, listening comprehension, as one of those skills, began to be paid little attention but it was still very much the runt of the litter. During that period, the stimulus-response concept was represented by the techniques used in the audio-lingual method (ALM), and listening was taught by offering the learners the opportunity to listen to the teacher or a tape and then to repeat imitating the utterances produced by the model, as revealed by McDonough (1986).

Moreover, Brown (1987: 11), Brown (1994), and Dadour (2003: 5) point out that the teaching of listening in the first stage was only to identify certain micro skills of listening that could affect the learners' comprehension of the received message such as: (a) discriminating sounds, (b) recognizing English stress patterns, rhythmic structures and intonation meaning, (c) recognizing the words and expressions involved in the spoken discourse, and (d) recognizing the grammatical rules used in the utterances. Then the teacher's job in the first stage was to train the learners, mainly through repetition techniques, in order to improve these micro-skills as explained by Brown (1994: 241). Thus, the teaching of listening in the first stage can be determined in two points: (a) identifying certain micro skills of listening, and (b) training the students for the sake of developing these micro-skills through repetition techniques.

The Second Stage As explained by Dadour (2003: 6), starts in the late 1970s and 1980s, and is influenced by principles of the Communicative Approaches of language teaching and Natural Approach of language acquisition. This stage emphasized the role of unconscious learning of language skills were learning took place in classroom through interaction and exposure to a sufficient input which would allow them to be able to formulate hypotheses about the language and give them sufficient vocabulary to be able to produce satisfactory and meaningful utterances as explained by Krashen and Terrel (1983) and Krashen et al (1984). Thus, there was no explicit attention devoted to the development of listening abilities, in the second stage, since comprehension would occur on its own through learners' exposure to an input as revealed by Shrum and Glisan (1994: 112).

The Third Stage , as mentioned by Dadour (2003: 6), takes place in the 1990s and represents the new trends of teaching listening. He adds that these trends compromise between the previous two stages. Then, he explains that an examination of literature on language teaching in this stage has emphasized the role of consciousness raising in classroom language learning, and therefore, researchers have directed their attention to study the factors that can covert language input into intake, which means what is actually stored in the learners' competence rather than being exposed to the sent messages. In this stage, researches conducted on the teaching of listening in the 1990s, as revealed by Dadour (2003: 7), have been focusing on ideas such as: (a) training the students on using learning strategies when listening, (b) considering the learners' awareness and background knowledge of the received messages, and (c) utilizing technology in the teaching of listeningDadour (2003:8) shows the following table summarizing a comparison between the traditional and new trends of teaching listening:

Table (1): C*omparison between the Traditional and New Trends* of *Teaching Listening,(Source: Dadour, 2003, p.8).*

Item	Traditional Trends	New Trends
Main focus on	skills and micro-skills	processes behind comprehension
Type of training	repetition, and/or exposure to the targeted language	training on strategy use
Learners' roles	passive listening	active listening
Teacher's roles	offering input	developing intake
Media	only cassette	cassette, video, and computer
Activities	repetition, imitation and rehearsal-based activities	to raise learners' awareness/ metacognition
Senses evoked	only ears	the eyes, imaginary views, and kinesthesia are also involved

Listening Skills

Listening involves a combination of many different skills that everyone needs to understand communication process and to succeed in jobs and in language learning. Different researchers have indicated that listeners need to Employ a number of specialist skills when listening, and that their success at understanding the content of what they hear depends, to a large extent, on their expertise in these specialist skills.Consequently, the researcher will refer to some of these skills that listeners should be aware of as explained by different researchers.

Listening skills have been classified in different ways by different researchers. One of them is Harvey, (1984) who stated that listening

skills include; perceiving blur of sound, perceiving sound contrasts and perceiving contrasts in language units. Other skills including prediction, listening for specific information, and listening for gist which are presented by Sheerin (1987).

One of the principal skills which listeners must develop if they are to participate successfully in conversation is the ability to identify the topic of conversation, so they can make a relevant response Anderson and Lynch (1988).

Nanda (1989) indicates to the basic listening skills which are capable of elaboration in terms of some subordinate skills

- *Recalling word meaning.*
- *Guessing the meaning of ideas conveyed.*
- *Noting details of ideas conveyed.*
- *Following directions.*
- *Distinguishing the main and subsidiary ideas.*
- *Analyzing the levels of relevance of the ideas.*
- *Following clues to get at the attitude of the speaker, to the topic or subject concerned.*
- *Assessing the speaker's point of view and comparing that with one's own and those of others.*
- *Making inferences, deduction, and drawing conclusion.*
- *Separating the subjects and the objectives facts and opinions.*
- *Detecting the emotional temper.*
- *Detecting absurdities and outbursts.*
- *Transforming verbal symbol to visual, tactile and other sense*
- *experiences revived or created .*
- *Willis (1981: 134) lists a series of micro-skills of listening, which she calls enabling skills. They are:*
- *predicting what people are going to talk about.*
- *guessing unknown words or phrases without panic.*
- *using one's own knowledge of the subject to help one understand.*
- *identifying relevant points and rejecting irrelevant information.*
- *retaining relevant points (note-taking, summarizing).*
- *recognizing discourse markers, e.g. well, oh, now, finally.*
- *recognizing cohesive devices, e.g. such as and which including linking words, pronouns, references.*
- *understanding different intonation patterns and uses of stress, andunderstanding inferred information, e.g. speakers' attitude or intentions.*

Richards (1985: 198-199) provides two lists of listening skills: conversational and academic listening skills. Concerning conversation listening skills, they involve the ability to:

- *discriminate among the distinctive sounds of the target language.*
- *recognize the stress patterns of words.*
- *recognize the functions of stress and intonation.*
- *recognize reduced forms of words.*
- *guess the meanings of words from the contexts in which they occur.*
- *recognize grammatical word classes.*
- *detect sentence constituents.*
- *detect meanings expressed in differing grammatical forms/sentence types.*
- *distinguish between literal and implied meanings of sentences.*
- *recognize the communicative functions of utterances.*
- *reconstruct or infer situations, goals, procedures.*
- *use real-world knowledge and experience to work out purposes and procedures.*
- *predict outcomes from events described.*

identify and reconstruct topics and coherent structure from on going discourse involving two or more speakers

As for academic listening skills, according to Richards (1985), they involve the ability to:

- *identify purpose and scope of lecture.*
- *identify topic of lecture and follow topic development.*
- *recognize key lexical items related to subject.*
- *recognize markers of cohesion.*
- *detect attitude of speaker toward subject matter.*
- *follow different modes of lecturing: spoken, audio, audio-visual.*
- *recognize function of vocalizes, facial expressions, and bodily gestures or movements).*
- *recognize instructional/learner tasks (e.g. warnings, suggestions, recommendations, advice instructions).*

Furthermore, Harmer (1991: 183-184) classifies listening skills into some sub-skills as follows: Predictive skills, extracting specific information, getting the general idea, extracting detailed information, recognizing function and discourse patterns, and deducing meaning form context. In addition, Miller (2002) has presented three lists of listening skill: Informative, empathetic, and appreciative listening skills. Concerning informative listening skills they include the ability to:

- *identify the main ideas.*
- *identify support material.*
- *form a mental outline of the presentation.*
- *predict what will come next.*

- *relate ideas/arguments to the listener's experience.*
- *look for similarities and differences between the speaker and the listener.*
- *practice questioning to achieve greater clarification, and*
- *paraphrase ideas and put them into the listener's own words.*

As for empathetic listening skills, they involve the ability to: (1) avoid negative responses, (2) strive to be a strong empathetic listener 'through identifying emotions and letting the other persons talk through their problems. According to appreciative listening skills, they include the ability to: (1) listen for information as well as for feeling, and (2) relate what listeners are hearing to their own experience.

The following skill classification is adopted from an article by Richards (1987).

- *ability to recognize reduced forms of words.*
- *ability to distinguish word boundaries*
- *ability to detect key words (i.e. those which identify topics and propositions).*
- *ability to guess the meaning of words from the contexts in which they occur.*
- *ability to recognize cohesive devices in spoken discourse.*
- *ability to distinguish between major and minor constituents.*
- *ability to recognize the communicative functions of utterances, according to situations, participants, goals.*
- *ability to reconstruct or infer situations, goals, participants procedures.*
- *ability to use real world knowledge and experience to work out purposes, goals, settings, procedures.*
- *ability to predict outcomes from events described.*
- *ability to infer links and connections between events.*
- *ability to distinguish between literal and implied meanings.*
- *ability to recognize markers of coherence in discourse, and to detect such relations as main idea, supporting idea, given information, new information, generalization, exemplification.*
- *ability to process speech containing pauses, errors, corrections*
- *ability to make use of facial, paralinguistic, and other clues to work out meanings.*
- *ability to adjust listening strategies to different kinds of listener*
- *purposes or goals.*

Listening Micro Skills

A variety of skills are necessary for advanced aural comprehension. The following are outlines of the general micro listening comprehension skills hierarchy adapted from Lundsteen (1979: 66), This hierarchy can be used to select and classify different kinds of listening comprehension practices and hence, it offers a sequential scope and sequence of skills.

General Listening skills

- *Selecting and remembering significant facts and details.*
- *Following a sequence in a narrative or argument.*
- *Following oral directions.*
- *Selecting the main idea.*
- *Summarizing and paraphrasing.*
- *Understanding connotative meanings of words in context.*
- *Listening for implications (unstated messages).*
- *Making inferences about the context.*
- *Extrapolating (predicting what might come).*

Critical Listening skills

- *Identifying the purpose(s) of the speaker and the message to instruct, persuade, entertain, etc).*
- *Identifying and categorizing facts and opinions (distinguishing fact from opinion, reason from emotion, etc).*
- *Judging validity and adequacy of ideas and arguments.*
- *Identifying bias, affective loading, etc. (i.e. noting the use of intonation, "loaded" word, etc.).*

Body language, gestures, etc, and their meanings in different cultures.

Academic Listening skills.

The following are taxonomies of micro skills assumed to be involved in academic listening comprehension to lectures: (Richards, 1982: 228).

- *Ability to identify purpose and scope of lecture.*
- *Ability to identify topic of lecture and follow topic development.*
- *Ability to identify relationships among units within discourse (e.g., major ideas, generalizations, and hypotheses.*
- *Ability to identify the role of discourse markers in signaling structure of a lecture (e.g., conjunctions, adverbs).*
- *Ability to infer relationships (e.g., cause, effect, conclusion).*
- *Ability to recognize key lexical items related to subject/topic.*
- *Ability to deduce the meaning of words from context.*

- *Ability to recognize the markers of cohesion.*
- *Ability to recognize the function of intonation to signal information structure (e.g., pitch, volume, pace).*
- *Ability to detect the attitude of speaker toward the subject matter*
- *Familiarity with different styles of lecturing: formal conversational ,read, unplanned.*
- *Familiarity with registers: Written versus colloquial.*
- *Ability to recognize irrelevant matter: Jokes, digressions*
- *Ability to recognize function of non-verbal cues as markersof emphasis and attitude.*

Richards (1983) suggests that micro-skills such as the following are required for conversational listening Micro-Skills: Conversational Listening.

- *ability to retain chunks of language of different lengths for short periods.*
- *ability to discriminate among the distinctive sounds of the target language.*
- *ability to recognize the stress patterns of words.*
- *ability to recognize the rhythmic structure of English.*
- *ability to recognize the functions of stress and intonation to signal the information structure of utterances.*
- *ability to identify words in stressed and unstressed positions.*
- *ability to recognize reduced forms of words.*
- *ability to distinguish word boundaries.*
- *ability to recognize typical word order patterns in the target language.*
- *ability to recognize vocabulary used in core conversational topics*
- *ability to detect key words (i.e., those which identify topics and propositions).*
- *ability to guess the meanings of words from the contexts in which they occur.*
- *ability to recognize grammatical word classes (parts of speech)*
- *ability to recognize major syntactic patterns and devices*
- *ability to recognize cohesive devices in spoken discourse*
- *ability to recognize elliptical forms of grammatical units and sentences.*
- *ability to detect sentence constituents.*
- *ability to distinguish between major and minor constituents.*
- *ability to detect meanings expressed in differing grammatical forms/sentence types (i.e., that a particular meaning may be expressed in different ways).*

- *ability to recognize the communicative functions of utterances, according to situations, participants, goals.*
- *ability to reconstruct or infer situations, goals, participants, procedures.*
- *ability to use real world knowledge and experience to work out purposes, goals, settings, procedures.*
- *ability to predict outcomes from events described.*
- *ability to infer links and connections between events*
- *ability to deduce causes and effects from events*
- *ability to distinguish between literal and implied meanings*
- *ability to identify and reconstruct topics and coherent structure from ongoing discourse involving two or more speakers*
- *ability to recognize markers of coherence in discourse, and to detect such relations as main idea, supporting idea, given information, new information, generalization, exemplification.*
- *ability to process speech at different rates.*
- *ability to process speech containing pauses, errors, corrections*
- *ability to make use of facial, paralinguistic, and other clues to work out meanings.*
- *ability to adjust listening strategies to different kinds of listener purposes or goals.*
- *ability to signal comprehension or lack of comprehension, verbally and non-verbally Diagnostic testing or detailed analysis of results of proficiency tests allows particular micro-skills to be further operationalized.*

Micro skills relevant to academic listening include the following:

Micro-Skills: Academic Listening (Listening to Lectures)

- *ability to identify purpose and scope of lecture.*
- *ability to identify topic of lecture and follow topic development.*
- *ability to identify relationships among units within discourse (e.g., major ideas, generalizations, hypotheses, supporting ideas, examples).*
- *ability to identify role of discourse markers in signaling structure of a lecture (e.g., conjunctions, adverbs, gambits, routines).*
- *ability to infer relationships (e.g., cause, effect, conclusion).*
- *ability to recognize key lexical items related to subject/topic.*
- *ability to deduce meanings of words from context.*
- *ability to recognize markers of cohesion.*
- *ability to recognize function of intonation to signal information structure(e.g., pitch, volume, pace, key).*

- *ability to detect attitude of speaker toward subject matter.*
- *ability to follow different modes of lecturing: spoken, audio, audio-visual.*
- *ability to follow lecture despite differences in accent and speed*
- *familiarity with different styles of lecturing: formal, conversational, read, unplanned.*
- *familiarity with different registers: written versus colloquial*
- *ability to recognize irrelevant matter: jokes, digressions, meanderings.*
- *ability to recognize function of non-verbal cues as markers of emphasis and attitude.*
- *knowledge of classroom conventions (e.g., turn taking, clarification requests).*
- *ability to recognize instructional/learner tasks (e.g., warnings, suggestions ,recommendations, advice, instructions).*

The above taxonomies are suggestive of the sort of information that curriculum developers should aim to obtain from tests and other sources (Ricards,1983).

Brown (1990) presented other skills, among them is discriminating between some of the vowel and consonant distinctions made in English, using the context to make predictions, making inferences and making intelligent guesses.

El-Sherify (2001) added a list of listening sub-skills "Listening as a total skill includes some sub-skills":

- *Prediction: A good listener predicts what the speaker will say, depending on the situation.*
- *Guessing: When the good listener misses a word or a phrase or when s/he does not understand it, s/he can guess it and fill the gap of the speech sequence.*
- *Skimming: A good listener will run quickly over the oral message and get out with the main idea of all what is said. This process-whether in listening or in reading-is called 'skimming'.*
- *Scanning: A good reader will run quickly over the oral message yet giving more attention to certain points in the discourse in order to get a specific point of interest. This process, whether in reading or writing-is called 'scanning'.*
- *Discovering the speaker's point of view: A good listener will discover the speaker's attitude and feelings from the oral message. The listener will understand if the speaker supports or opposes the point of view discussed during the conversation.*

- *Utilizing the context: A good listener can guess the meaning of unfamiliar words and structures depending on the listening context.*
- *Discrimination: To get the accurate message, a good listener is able to discriminate between English sound, stress and intonation patterns.*

Review of related study

A-studies related to difficulties, problems ,and factors affecting Listening comprehension skill

Yan (1988) investigates why students have impediment on listening and found out English learners need some listening skill and linguistic knowledge. She chose the students in National Taiwan Normal University as subjects. The result shows that they lack the ability to distinguish stress, intonation, and do not have rich phrases and genre-specific vocabularies. Also, linguistic knowledge of syntax, semantics and pragmatics is necessary for English listening needs. Taiwanese college students should strengthen the above ability to enhance their listening comprehension

Yao (1995) examines students' needs for listening course and the factors which affect their listening comprehension. The subjects were from National Chung Hsing University. She found that the speaker's speed, accent, vocabulary, background knowledge and interest will affect college students' listening comprehension. Among them, the speakers' speed is the most important factor for students to comprehend. The teachers should notice the content of material and how it can arouse the students' interest. Most subjects also agree to increase the oral training course and avoid "Teachers talk much; students learn little". The interaction between teachers and students in the classroom should be enhanced.

Goh (1999) discusses factors which influence learner listening comprehension and examines the extent of awareness of these factors among a group of Chinese ESL learners. Data were collected through small group interviews and learner diaries. The factors in order of frequency of mention were: vocabulary, prior knowledge, speech rate, type of input and speaker's accent. To find out whether the degree of awareness about factors influencing comprehension was in any way linked to listening ability, two groups of learners were compared.

Goh (2000) investigates listening comprehension problems of students in college EFL studies. The data were collected from learner diaries, small group interviews, and immediate retrospective verbalization. Findings include ten listening comprehension problems

in relation to three cognitive processing phases—perceptions, parsing, and utilization, proposed by Anderson (1983, 1995). Results reveal that listeners complained of problems such as "quickly forget what is heard," "unable to form a mental representation from words heard," and "do not understand subsequent parts of input because of earlier problems." Third, in the utilization stage, "understand the words but not the intended message" and "confused about the key ideas in the message" were often mentioned.

Chen (2005) explores the difficulties confronted by the EFL (English as a Foreign Language) learners while acquiring listening comprehension strategies during a training program. The findings indicate that the obstacles confronted by the learners are multifaceted. Each facet carries a probable risk of comprehension failure. Learning barriers are associated with the internal factors of learners such as their affective statuses, listening habits, information processing capacities, English proficiencies, and their belief about listening activities. Other barriers concerned the nature of listening strategies and the listening material used. Based on the findings, a series of pedagogical implications are provided.

Hwang (2004) conducts a study which reports the listening difficulties encountered by Korean learners of English while engaged in transactional listening. twenty learners listened to four texts, providing both think-aloud and retrospective data. They experienced a total of eleven types of listening difficulties and twelve causes of the difficulties. The predominant difficulties took place at the perceptual stage. This was especially noted by the less proficient learners and with more difficult texts. The more proficient learners, because of their greater linguistic proficiency, were better able to progress to a higher level of processing, regardless of the difficulty of the texts. The less proficient learners could advance to a higher level of processing when listening to easier texts. Based on the findings, the priority, in English classrooms, should be placed on improving the learners' basic decoding skills. For this, input within the grasp of the learners' comprehension, in the form of extended discourse spoken in natural oral English, should be introduced and pre-listening sessions should be implemented

Lou & Qi (2005) analyzes the difficulties and problems in teaching listening to EFL students. To deal with these issues, it outlines three

teaching procedures and describes the unique features and tasks in each stage of teaching. Teachers should be able to identify what technical and procedural issues are involved in their teaching. The authors point out that listening should be task-oriented and accompanied with effective means of evaluation. The paper ends with a discussion of the part of the role-playing and the interactive activities in the listening process and the student engagement.

Yousif (2006) investigates lecture comprehension problems of first year students listening to lectures in a FL subject matter classroom. Data was collected regarding the lecture comprehension difficulties of these students by means of a short open-ended questionnaire and interview. The analysis of the data provides an index of linguistic, conceptual, discourse, acoustic, environmental and psychological variables that hinder effective comprehension. The results of the study have implications for both EFL teachers and subject matter lecturers in the particular setting in which it was conducted as well as in similar FL tertiary levels.

Takeno (2007) examines factors that might affect listening comprehension ability of Japanese learners of English. The factors were vocabulary/grammar, reading comprehension, articulation speeds for Japanese and English words, English repeatability (Le., the ability to repeat verbal input in English), auditory short-term memory, reading rate, and reading efficiency. The sample was the first-year students at a Japanese senior high school and made an attempt to explore exactly how they affected listening comprehension ability of Japanese learners. The results showed that listening comprehension of learners with good short-term memory was significantly better than that of learners with poor short-term memory in cases where their vocabulary/ grammar and reading test scores were within the same level. A significant correlation was also observed between the articulation speed for English words and English repeatability, and between English repeatability and listening comprehension ability.

General Commentary

The previous part reviews studies investigate the problems ,difficulties, needs, and factors of Listening Comprehension ,these studies are of great value since they confirm the importance of Listening comprehension skill and its barriers and try to find solutions in order to overcome these obstacles. It is noticed that this study is similar to the previous ones in emphasizing the importance of listening skill in learning and teaching English as a foreign language .

The survey of the previous practical studies related to the present study also reveals that no studies on Listening Comprehension skill instruction were conducted in Arar . To address this research need, the present study investigated the difficulties of Listening Skill ,factors affect this skill.

Methods and Procedures

Sample of the Study

The research subjects consisted of "96" 1st year Female students studying at Arar College of Education.

Tools of the Study

A questionnaire was used to identify students' listening comprehension skill difficulties which are related to the teacher , the student ,words meaning, sound system , memory & attention ,topic of the lecture, learner's strategies of learning ,listening text, listening tasks and activities.

Steps of Designing & Constructing the Questionnaire:

To design and build the tool of the study (the questionnaire) four scales are employed to grade the responses of ranging from always, often, sometimes, and never.

- *Four points for the scale "I always agree"*
- *the scale "I often agree" three points for*
- *two points for the scale "I agree sometimes"*
- *one points for the scale "I never agree"*

According to the four point scale the following criteria were used to judge the score of scale :

- *If the value of the mean is (1) - (1.75) it will refer to the scale (I never agree).*
- *If the value of the mean is (1.76) - (2.50) it will refer to the scale (I sometimes agree).*
- *If the value of the mean is (2.51) - (3.25) it will refer to thescale(Ioftenagree).*
  If the value of the mean is (3.26)- (4.0) it will refer to the scale (I always agree).

The Validity of the Tool

For verifying the face validity of the tool , the initial version of the questionnaire was given to a jury in the field of EFL , appendix (4). The suggested modifications were made, deleting some items and adding others.

The Reliability of the Tool

For estimating the reliability of the questionnaire, Alpha Cronbach was used ,and indicated coefficient degree of (0.96) which was considered highly coefficient and statistically significant.

Statistical Methods

To answer the questions of the study the following methods were used:

- *frequencies and percentages to describe responses of the subjects.*
- *mean and standard deviation to calculate the value of every statement ,dimensions , and the overall mean of each dimension .*
- *Alpha Cronbach to estimate the reliability of the questionnaire.*

Research Questions

1st question:

What are the difficulties perceived by 1st year students of English Department in learning listening comprehension skill ?

The following question is derived :

What are the causes of these difficulties ?

Some statistical figures are used to analyze the responses of the questionnaire such as frequency, percentage, mean, standard deviation, and ranking of the items.as will be explained in the following tables:

responses related with teacher's techniques of teaching

Item no	Serial no	١ I always agree		٢ I often agree		٣ I sometimes agree		٤ I never agree		Mean	Std. Deviation	responses
		F	%	F	%	F	%	F	%			
36	1	31	35.2	23	26.1	23	26.1	11	12.5	2.84	0.39	I often agree
1	2	24	27.3	20	22.7	26	29.5	18	20.5	2.57	0.01	I often agree
2	3	20	22.7	22	25.0	22	25.0	24	27.3	2.43	0.29	Isometimes agree
4	4	25	28.4	9	10.2	22	25.0	32	36.4	2.31	0.39	Isome times agree
3	5	22	25.0	13	14.8	21	23.9	32	36.4	2.28	0.29	Isome times agree
5	6	2	2.3	3	3.4	23	26.1	60	68.2	1.40	0.39	I never agree
The overall mean										2.30	0.37	Isome timesagre

Table (3) indicates that the majority of the responses refer to (I sometimes agree), The overall average score is (2.30) occurred in the second category of Likert scale (1.76-2.50) which refer to the scale (I sometimes agree).It is noticed that the means of the responses range between (1.40-2.84) embedded in the first, second ,and third categories of Likert scale , which refer to the first, second, and third scales (I often agree , I sometimes agree ,and I never agree).

responses related with English sound system

Item no	Serial no	١ I always agree		٢ I often agree		٣ I sometimes agree		٤ I never agree		Mean	Std. Deviation	response
		F	%	F	%	F	%	F	%			
7	1	46	52.3	18	20.5	20	22.7	4	4.5	3.20	0.01	I often agree
11	2	36	40.9	22	25.0	23	26.1	7	8.0	2.99	0.39	I often agree
8	3	35	39.8	22	25.0	18	20.5	13	14.8	2.90	0.29	I often agree
9	4	36	40.9	17	19.3	20	22.7	15	17.0	2.84	0.29	I often agree
The overall mean										2.98	0.37	I often agree

The results of table (4) reveal that the majority of the responses referto the scale (I often agree),of means (2.98) occurred in the third category of Likert scale (2.51-3.25) which refer to the scale (I often agree)It is concluded that the means of the responses range between (2.84-3.20) embedded in the third category of Likert scale, which refer to the scale (I often agree).

responses related with English words meaning

Item No	Serial No	١ I always agree		٢ I often agree		٣ I sometimes agree		٤ I never agree		Mean	Std. Deviation	Response
		F	%	F	%	F	%	F	%			
28	1	45	51.1	22	25.0	18	20.5	3	3.4	3.24	0.39	I often agree
13	2	35	39.8	27	30.7	23	26.1	3	3.4	3.07	0.29	I often agree
12	3	34	38.6	27	30.7	25	28.4	2	2.3	3.06	0.01	I often agree
14	4	33	37.5	25	28.4	25	28.4	5	5.7	2.98	0.29	I often agree
The overall mean										3.09	0.37	I often agree

The results at table (5) show that the majority of the responses refer to the scale (I often agree) of means (3.09) occurred in the third category of Likert scale (2.51-3.25)which refer to the scale (I often agree).It is noticed that the means of responses range between (2.98-3.24) embedded in the third category of Likert scale which refer to the scale (I often agree).

responses related with memory& attention

Table (6) displays that the majority of the responses refer to the scale (I often agree)of means (2.88) occurred in the third category of Likert scale (2.51-3.25)which refer to the scale (I often agree).It is concluded that the means of the responses range between (2.43-3.05) embedded in the third category of Likert scale, which refer to the scale (I often agree).

Item no	Serial no	١ I always agree		٢ I often agree		٣ Isometimes agree		٤ I never agree		Mean	Std. Deviation	response
		F	%	F	%	F	%	F	%			
10	1	37	42.0	21	23.9	27	30.7	3	3.4	3.05	0.01	I often agree
15	2	34	38.6	26	29.5	25	28.4	3	3.4	3.03	0.29	I often agree
29	3	35	39.8	23	26.1	24	27.3	6	6.8	2.99	0.39	I often agree
16	4	18	20.5	21	23.9	30	34.1	19	21.6	2.43	0.29	Isometimes agree
The overall mean										2.88	0.37	I often agree

responses related with the topic of the lecture

Item No	Serial No	١ I always agree		٢ I often agree		٣ I sometimes agree		٤ I never agree		Mean	Std. Deviation	Response
		F	%	F	%	F	%	F	%			
24	1	57	64.8	17	19.3	11	12.5	3	3.4	3.45	0.39	Ialwas agree
6	2	51	58.0	13	14.8	18	20.5	6	6.8	3.24	0.01	I often agree
18	3	21	23.9	20	22.7	41	46.6	6	6.8	2.64	0.29	I often agree
17	4	23	26.1	17	19.3	29	33.0	19	21.6	2.50	0.29	Isome times agree
The overall mean										2.96	0.37	I often agree

The results of table (7) exhibit that the majority of the responses refer to the scale (I often agree) of means (2.96) occurred in the third category of Likert scale (2.51-3.25) which refer to the scale(I often agree).It is concluded that the means of the responses range between (2.50-3.45) embedded in the second, and third categories of Likert scale, which refer to the scales (I often agree, and I sometimes agree)

responses related with the spoken text

Item No	Serial No	١ I always agree		٢ I often agree		٣ Isometimes agree		٤ Ineveragree		Mean	Std. Deviation	Response
		F	%	F	%	F	%	F	%			
41	1	53	60.2	21	23.9	11	12.5	3	3.4	3.41	0.39	I alway agree
33	2	44	50.0	31	35.2	13	14.8	0	0.0	3.35	0.01	I alway agree
37	3	44	50.0	15	17.0	19	21.6	10	11.4	3.06	0.29	I often agree
39	4	30	34.1	27	30.7	19	21.6	12	13.6	2.85	0.29	I often agree
The overall mean										3.17	0.37	Ioften agree

The results of table (8) expose that the majority of the responses refer to the scale (I often agree) of means (3.17) occurred in the third category of Likert scale (3.26-4.00) which refer to the scale (I often agree). It can be said that the means of the responses range between (2.85-3.41) embedded in the third category of Likert scale , which refer to the scale(I often agree).

responses related with tasks & activities

Item no	Serial no	١ I always agree		٢ I often agree		٣ I sometimes agree		٤ I never agree		Mean	Std. Deviation	response
		F	%	F	%	F	%	F	%			
35	1	55	62.5	22	25.0	10	11.4	1	1.1	3.49	0.29	I lways agree
27	2	36	40.9	27	30.7	16	18.2	9	10.2	3.02	0.01	I often agree
34	3	18	20.5	21	23.9	28	31.8	21	23.9	2.41	0.29	Isometim esagree
The overall mean										2.97	0.37	I often agree

The results of table (9) exhibit that the majority of the responses refer to the 2nd scale (I often agree) of means (2.97) occurred in the third category of Likert scale (2.51-3.25) which refer to the 2nd scale (I agree often).It is noticed that the means of the responses range between(2.41-3.49) embedded in the second, third, and fourth categories of Likert scale, which refer to the scales (I always agree, I often agree, and I sometimes agree).

responses related with the learner's strategies of learning

Item No	Serial	١ I always agree		٢ I often agree		٣ Isometimes agree		٤ I never agree		Mean	Std. Deviation	Response
		F	%	F	%	F	%	F	%			
32	1	64	72.7	16	18.2	7	8.0	1	1.1	3.63	0.29	I always agree
31	2	57	64.8	19	21.6	8	9.1	4	4.5	3.47	0.01	I always agree
40	3	47	53.4	25	28.4	14	15.9	2	2.3	3.33	0.29	I always agree
43	4	28	31.8	23	26.1	17	19.3	20	22.7	2.67	0.39	I often agree
The overall mean										3.27	0.37	I always agree

The results in table (10) indicate that the majority of the responses refer to the scale (I always agree) of means (3.27) occurred in the fourth category of Likert scale (3.26-4.00) which refer to the scale (I always agree). It can be said that the means of the responses range between (2.67-3.63) embedded in the third, and fourth categories of Likert scale , which refer to the scales (I always agree), and (I often agree).

responses related with the student

Item no	Serial no	١ I always agree		٢ I often agree		٣ Isometimes agree		٤ I never agree		Mean	Std. Deviation	response
		F	%	F	%	F	%	F	%			
23	1	65	73.9	11	12.5	10	11.4	2	2.3	3.58	0.39	I always agree
22	2	55	62.5	17	19.3	14	15.9	2	2.3	3.42	0.29	I always agree
20	3	48	54.5	17	19.3	17	19.3	6	6.8	3.22	0.29	I often agree
42	4	39	44.3	26	29.5	22	25.0	1	1.1	3.17	0.29	I often agree
44	5	52	59.1	9	10.2	17	19.3	10	11.4	3.17	0.39	I often agree
19	6	23	26.1	13	14.8	26	29.5	26	29.5	2.38	0.01	I sometimes agree
The overall mean										3.35	0.37	I alwaysagree

The results of table (11) expose that the majority of the responsesrefer to the scale (I always agree) of means (3.35) occurred in the fourth category of Likert scale. (3.26-4.00) which refer to the scale (I always agree). It can be said that the means of responses range between (2.38-3.58) embedded in the second, third, and fourth categories of Likert scale, which refer to the scales (I sometimes agree, I often agree, and I always agree).

responses related with student's environment

Item no	Serial no	١ I always agree		٢ I often agree		٣ Isometimes agree		٤ Ineveragree		Mean	Std. Deviation	response
		F	%	F	%	F	%	F	%			
38	1	58	65.9	7	8.0	16	18.2	7	8.0	3.32	0.29	Ialways agree
25	2	39	44.3	19	21.6	17	19.3	13	14.8	2.95	0.01	Ioften agree
The overall mean										3.14	0.37	I often agree

Table (12) displays that the majority of the responses refer to the scale (I often agree) of means (3.14) occurred in the third category of Likert scale (2.51-3.25) which refer to the scale (I often agree).It is concluded that the means of the responses range between (2.95-3.32) embedded in the third, and fourth categories of Likert scale which refer to the scales, (I always agree, and I often agree).

responses related with the emotional and psychological side of the student

table (13) reveals that the majority of the responses refer to the scale (I always agree) of means (3.51) occurred in the fourth category of Likert scale (3.26-4.00) which refer to the scale (I always agree).It can be said that the means of the responses range between (3.40-3.59)embedded in the fourth category of Likert scale which refer to the scale (I always agree).

Item no	Serial no	١ I always agree		٢ Ioften agree		٣ Isometimes agree		٤ Inever agree		Mean	Std. Deviation	response
		F	%	F	%	F	%	F	%			
30	1	64	72.7	15	17.0	6	6.8	3	3.4	3.59	0.29	I always agree
26	2	59	67.0	20	22.7	7	8.0	2	2.3	3.55	0.29	I often agree
21	3	57	64.8	15	17.0	10	11.4	6	6.8	3.40	0.01	I sometimes agree
The overall mean										3.51	0.37	I often agree

Discussing Results of the Study

- *There are six statements that are related to the difficulties of "the teacher's techniques of teaching" , two statements indicate to the scale (I often agree), three statements point out to the scale " I sometimes agree" , and one negative statement indicates to the scale (I never agree) ,whereas the overall mean is (2.30).*
- *There are four statements that are pertained to the difficulties of " the English sound system", which all refer to the scale (I often agree), where the overall mean is (2.98).*
- *There are four statements that are belonged to the difficulties of "the English words meaning" ,which all refer to the scale (I often agree) , whereas the overall mean is (3,09).*
- *There are four statements that are concerned with the difficulties of "memory and attention", three statements indicate to the scale (I often agree), and one negative statement refer to the scale(I never agree),where the overall mean is (2,88).*
- *There are four statements that are relevant to the difficulties of" the topic of the lecture", three statements refer to the scale "I agree often" ,and one negative statement indicates to the scale (I never agree), whereas the overall mean is (2,96).*
- *There are four statements that are related to the difficulties of "the learner's strategies of learning", three statements refer to the scale (I always agree), and one statement indicates to the scale " I often agree", where the overall mean is (3.27).*
- *There are four statements that are pertained to the difficulties of "the spoken text", two statements indicate to the scale (I always agree) ,and two statements refer to the scale " I often agree", whereas the overall mean is (3.17).*
- *There are three statements that are belonged to the difficulties of "tasks & activities of listening", one statement refers to the scale (I always agree) , one statement refers to the scale (I often agree), and the other one refers to the scale (I sometimes agree), the overall mean is (2.97) .*

- *There are six statements that are concerned with the difficulties of the student, two statements refer to the scale (I always agree),three statements indicate to the scale (I often agree), and one statement refers to the scale (I sometimes agree), whereas the overall mean is (3.35) .*
- *There are two statements that are concerned with the difficulties of " the environment surrounding the student", one statement refers to the scale (I always agree),and the other one indicates to the scale (I often agree),where the overall mean is (3.14).*
- *There are three statements belonged to the difficulties of the emotional and psychological side of the listener ,and they refer to the scale (I always agree) , whereas the overall mean is (3.51)*

Recommendations

Based on the results of the present study, the following recommendations are suggested

- *More attention should be paid to teaching listening, not to testing it.*
- *More attention should be devoted to develop listening comprehension skills.*
- *Computer ,video ,and overhead projector should be used as instructional aids.*
- *Teachers should use a variety of activities prior to teaching listening comprehension .*
- *Teachers should adopt and select listening comprehension activities and techniques relevant to the students needs and characteristics.*
- *It is essential that foreign language learners have a sufficient amount of exposure to authentic materials.*
- *Teachers should be acquainted with all new developments in the field of teaching listening comprehension .*
- *Teacher training sessions should provide teachers with the most recent techniques used in teaching students how to learn listening skill.*
- *Teachers of English should be provided regularly with printed materials which display techniques and teaching strategies used in teaching English as a foreign language .*
- *Teacher-talk in the target language should be actively employed as much as possible, in order to enhance listening skills and minimize the students' exposure to spoken Arabic.*
- *Vocabulary acquisition activities should be specifically used in class time, because these will help listening skills development indirectly.*

- *Students need daily experiences with practicing listening because frequency of listening improves their performance in learning English as a foreign language .*
- *An appropriate listening comprehension climate and an interactive environment should e provided to students by their teachers.*

Suggestions for further Researches

The following suggestions are presented to be considered for further researches:

- *Although the present study discussed listening difficulties difficulties for other language skills such as reading, writing, communication, could also be further explored in terms of the difficulties in the strategy acquisition process.*
- *Conducting simila rstudies onother levels.*
- *Conducting similar studies on other regions in Saudi Arabia.*

References

- Abdel Latif, M. (2002). The effect of graded rates of delivery on listening comprehension among English Department students. Unpublished . M. A. Thesis . Faculty of Education. Al-Azhar University.
- Abo-Essa, S. (2005). Using Two Strategies of Questioning for Developing the Listening Skills of English Department Students in Damietta Faculty of Education. Unpublished M. A. Thesis Damietta Faculty of Education, Mansura University.
- Agnes ,M.(2003).Webster's new world Dictionary .Indianapolis ,IA :Wiley Publishing.
- Al-Hariree , A.(2004). The effect of some metacognitive strategies on developing listening comprehension skills of secondary school students . Unpublished M. A. Thesis. Faculty of Education. Zagazig University.
- Al-Kuli,S.(2000).The effect f using some questioning strategies in teaching English on developing the first year secondary school students speaking skills. Unpublished M.A. Thesis. Faculty of Education .Ain Shams University.
- Anderson, A & Lynch, T. (1988). Listening. Cambridge: CUP
- Anderson, P. S., & Lapp, D. (1988). Language skills in elementary education. (4th ed.).New York :Macmillan publishing Company.
- Beatty ,J. (1999). Good Listening. Educational Theory .Vol 49. pp. 281-298

- Benson, P. and Hijett, C. (1980). Listening competence: A prerequisite to communication. In J. W. Oller, Jr. and K. Perkins (Eds.), Research in Language Testing (pp. 59-65). Rowley, Massachusetts: New Bury House Publishers, Inc.
- Brown, D. H. (2001). Teaching by principles: An interactive approach to language pedagogy. Second Edition. London: Longman Inc.
- Brown, D.(1994).Teaching by principles :An interactive approach for language pedagogy .Upper Saddle River ,NY :Prentice Hall.
- Brown, G.(1990).Listening to spoken English _(2nd ed)London Longman.
- Brown. G. (1987). Twenty-Five years of teaching listening comprehension. English Teaching Forum. Vol. XXV. No. 4. October. Pp.11-15.
- Brown. G.(1986).Investigating listening comprehension in context. Applied Linguistics 3:284-301.
- Brown, G. and G. Yule (1983) Teaching the Spoken Language. Cambridge: Cambridge University Press.
- Brubridge, B. (1986) "Looking at Volcanoes and Listening Comprehension" in TESOL Newsletter 8: 7-11 .
- Burley-Allen ,M.(1995).listening: the forgotten skill. New York, NY: Wiley and Sons.
- Burrows, L. Guthrie, D. , Peterson, D. , & Rakow- Larson, L. (1999). Improving listening skills in children. (Eric Document Reproduction Service No. ED 435107).
- Byrnes, H.(1984).The role of listening comprehension :A theoretical base. Foreign Language Annals, V 17, 317-329.
- Call, E. M. (1985). Auditory short-term memory, listening comprehension, and the input hypothesis. TESOL Quarterly, 19 (4), 765-781.
- Chen,Y.(2005). Barriers to Acquiring Listening Strategies for EFL Learners and Their Pedagogical Implications. The Internet TESL Journal. Vol. 8. No. 4. March.
- Coakley, Carolyn Gwynn.(1985).Listening competencies at the secondary/post-secondary level." Paper presented at the 71st Annual Meeting of the Speech Communication Association,19pp. [ED 264 623].

- Cottrell, S. (1999) : The study skills handbook. London: Macmillan press Ltd.
- Dadour, E.(2003).New prospective on the teaching of listening. Association of Arab Universities Journal for Education and Psychology .Vol.1.No.3(pp.1-68).Damascus ,Syria: Faculty of Education ,Damascus University.
- Devito ,J.A.(2004) .The interpersonal communication .(10th ed.) New Jersey: Allyn & Bacon A Pearson Company.
- Dunkel, P. (1993). Listening in the native and second/foreign language: Toward an integration of research and practice. Washington, D.C.: TESOL.
- Dunkel, P. (1991). Listening in the native and second/foreign language: Toward an integration of research and practice. TESOL Quarterly, 25(3), 431-457.
- Eastman, J.K. (1987) "Remedial Training In Listening Comprehension" in System. 15 (February 1987): 197-201 .
- Ediger, M. (2000). Improving pupil listening. (Eric Document Reproduction Service No. ED 441264).
- El-Sherify,S.(2001).A handbook of teaching English as a foreign language; Riyadh.
- Emmert ,P.(1996).President's perspective.ILA listening Post,56,2-3.
- Enger, T. Rusell, J. , & Wallkanoff, J. (1998). Methods of improving active listening skills with relation to following directions. (Eric Document Reproduction Service No. ED 420887).
- Fan,J.Y.(2003).The effect of teaching connected speech rules on English listening comprehension .Master's thesis: Tamkang University.
- Fang,X.(2008). Listening comprehension in EFL teaching. Vol. 6, No.1. (College of Foreign Languages, Qingdao University of Science and Technology, Qingdao , China).
- Fan,Y.(1993).Listening: Problems and solutions. English Teaching Forum,31(1),16-19.
- Field,J.(1998).Skills and strategies: towards a new methodology for listening .ELT Journal,52(2),110-118.
- Fyten,C.M.(1991).The power of listening ability: An overlooked dimension in language acquisition. The Modern Language Journal,75(2),173-180.

- Goh, C. C. M. (2000). A cognitive perspective on language learners' listening comprehension problems. System, 28, 55-75.
- Goh,C.(1999).What Learners Know About the Factors That Influence Their Listening Comprehension', Hong Kong Journal of Applied Linguistics 4.1: 17-42.
- Gordon, Ronald D.(1985). "Empathy: the state of the art and science." Paper presented at the International Conference of the World Communication
- Association. 16pp. [ED 260 470].
- Goss,B.(1982).Listening as information processing .communication quarterly,30, 304-307.
- Grognet,A.& Van-Dozer,C.(2002).Listening skills in the workplace.(Eric Document Reproduction Service No.ED 468604).
- Hammerly, H. (1982) Synthesis in Second Language Teaching. Blaine, Washington: Second Language Publications .
- Harmer, J. (1998) How to Teach English: An introduction to the practice of English language teaching .Harlow : Addison Wesley Longman Limited.
- Harmer, J. (1991). The Practice of English Language Teaching. New York: Longman Group UK Limited .
- Helgesen, M.(1998).Learning to listen.ESL Magazine.Vol.1.No.4. July/August .pp.24-25.
- Howatt, A. and J. Dakin. (1974). Language laboratory materials, ed. J. P. B. Allen, S. P. B. Allen, and S. P. Corder.
- Hwang,M.(2004).Exploring listening comprehension difficulties observed among Korean high school students.The Journal of Curriculum &Evaluation ,Vol.7,No.1,PP.275-301.
- Hyslop, N. B., & Tone, B. (1988). Listening: Are We Teaching It, and If So, How? ERIC Digest ED295132. Retrieved November 11, 2006, from http://www.ericdigests.org/pre-928/listening.htm.
- International listening association. (1995).A ILA definition of listening.ILA Listening post ,(53),pps.1&4.
- Jones, L. (1998). New Cambridge Advanced English. Cambridge: Cambridge University Press.
- Kang,S.(1997).Factors to consider-developing adult EFL students' speaking abilities,Forum,Vol.35 No.3.

- Krashen, S.D.,Terrell,T.D., Ehrman,M.E.&Herzog,M.(1984).A theoretical basis for teaching the receptive skills .Foreign language Annals.Vol.17.No .4. pp. 261-275.
- Krashen, S.D.,Terrell,T.(1983).The natural approach :Language acquisition in the classroom .Oxford University Press.
- Krashen, S.(1982). Principles and practice in second language acquisition. Oxford: Pergamon.
- Lee Chang Ngee. (1986) "Improving Listening Skills: Some Strategies and Materials" in Jurnal Pengajaran dan Pembelajaran Bahasa .December 3:26-37.
- Lewis, M.(2001). Teaching Collocation: Further Development in the Lexical Approach. London: Commercial Colour Press plc.
- Lingren, H. G. (1997). Listening : with your heart as well as your ears. Available at : httm://ianrpubs.unl.edu/family/g1092.ht,1.
- Littlewood, W.(1982).Communicative language teaching: An introduction, Cambridge,Cambridge University Press.
- Littlewood, W.T.(1981).Communicative language teaching: An introduction.(8th ed.).Cambridge University Press.
- Loffredo –Roca ,M.(1997). Training college students to listen at higher levels . D.A.I. Vol .58.No.1.July.p.29-A.
- Lori,B, Maureen, R & others.(2002). Enhancing students achievement through the improvement of listening skills. Unpublished M.A. Thesis ,Saint Xavier University &Sky Light .Chicago, Illinois.
- Lou,L & Qi,F.(2005). Developing Effective Teaching of Listening Practices in the College English Course. Vol 2, No.11. Shenzhen University.
- Lundsteen,S.(1979).Listening: Its Impact on Reading and other languages. Urban, Illinios: NCTE.
- McDonough ,S .H. (1986).Psychology in foreign language teaching (2nd ed).London :Allen& Unwin.
- McGruddy ,R.(1999).The effect of listening comprehension strategy training with advanced level ESL students .D.A.I.Vol.59.No.12.June .P.4416-A.
- Mee,M.Y. (1990) . Teaching Listening : An overview . The English Teacher .Vol.XIX. July.

- Mendelssohn ,D.(1998).Teaching listening .Annual Review of Applied linguistics .Vol.18.pp.81-101.
- Mendelssohn ,D.J. ,&J. Rubin .(1995).A guide for the teaching of second language listening .San Diego ,CA: Dominie Press.
- Miller, R. (2002). Listening curriculum resource guide. Available at www.ostca.org/listening.htm.
- Morley ,J.(2001).Aural comprehension instruction: Principles and practices. In M. celce -Murcia (Ed),Teaching English as a second or foreign language (3rd ed.) (pp.69-85).Boston :Heinle &Heinle Publishers.
- Murphy,J.M.(1991).Oral communication in TESOL: Integrating speaking ,listening and pronunciation .TESOL Quarterly 25:51-57.
- Murphy, J. M. (1985). Examining ESL listening as an interpretative process. TESOL Newsletter, XIX (6), 23-24.
- Nanda, K.(1989).Developing English Comprehension .New Delhi, Sterling Publishers private LTD.
- Nation ,I., S., P.,(1990).Teaching and learning vocabulary .New York, New bury house publishers.
- Nation, P. (1985). Listening techniques for a comprehension approach to language learning. English teaching forum. Vol. XXIII. No. 4. October. pp. 17-21.
- Nation ,I., S., P.,(1990).Teaching and learning vocabulary .New York, New bury house publishers.
- Nicholas, L.N. (1988). Teaching Listening Comprehension. English Teaching Forum 1: 19-22, 36 .
- Norris, R. W. (1998). Teaching reduced forms: An aid for improving lower-level students' listening skills.(Available at http:/www2.gol.com/users /Norris/ reduced/html).
- Nunan, D.(1989).Designing Tasks for the communicative classroom, Cambridge ,Cambridge University Press.
- Qi, F.(1997). Dilemma of Teaching Listening in Chinese EFL Context and Some Feasible Solutions to Practice. Guideline. Issue 19, No.2. RELC /SEAMEO, Singapore.10.
- Peken, A. Altay, M. and Baytan, M.(2006). Listening Activities. Available: http://www.inglish.com/listeningactivities. Retrieved on December 21, 2006.
- Petty, W.T., D.C. Petty and M.F. Becking. (1985) Experiences in Language. London: Allyn & Bacon, Inc .

- Pierce, L. (1998). Teaching Strategies for Developing Oral Language Skill English. Teaching Forum, 26, 13-18.
- Powers, D.(1985). A Survey of Academic Demands Related to Listening Skills. Princeton, NJ: Educational Testing Service.
- Purdy, M.(1997).what is listening ? In M. Purdy &D. Borisoff (Eds),Listening in everyday life: A personal and professional approach .(2nd ed.,pp.1-20).Lanham, MD: University Press of America.
- Rega, M.E.(2000).Developing listening skills. American Salesman . Vol.45.1.5.May.P.3.
- Richards, J.C., Platt, J., Platt, H.(1992). Longman Dictionary of Language Teaching & Applied Linguistics. Longman Group UK Limited .
- Richards, J. C. (1985). The context of language teaching. Cambridge: Cambridge University Press.
- Richards ,J.C.(1983).Listening comprehension :approach ,design, procedure .TESOL Quarterly ,17(2),219-240.
- Richards ,J.C.(1982).Listening comprehension :approach ,design, procedure .TESOL Quarterly ,17(2),219-240.
- Rivers, W.(1980). Hearing and Comprehension .Teaching Foreign Language Skills(revised edn.),Chicago ,University of Chicago Press.
- Rixon, S. (1986). Developing Listening Skills. London. Macmillan Publishers Ltd.
- Ronald, K, and Roskelly, H.(1985). "Listening as an act of composing." Paper presented at the 36th Conference on College Composition and Communication ,12pp. [ED257 094].
- Ross, J. (2006). ESL Listening Comprehension: Practical Guidelines for Teachers. The Internet TESL Journal, 12(2).Available: http://iteslj.org/ Techniques/Ross-Listening Comprehension.html.
- Rost, M. (2005). L2 listening. In Hinkel, E. (Ed.) Handbook of research in second language teaching and learning . Mahwah, NJ: Erlbaum.
- Rost, M. (2002). Teaching and researching listening. Applied linguistics in action. London: Longman.
- Rost, M. (1994). Introducing listening. London: Renguin Group.
- Rost, M. (1990). Listening in Language Learning, London: Longman.

- Rubin, D. (1982). Diagnosis and Correction in Reading Instruction. New York: Holt, Rinehart and Winston.
- Rubin, J. (1994). A review of second language listening comprehension
- research. Modem Language Journal, 78(2): 199-221.
- Sadow ,C.(2000). Four ways to listen .ESL Magazine .Vol.3.No.5.September/ October.pp18-20 .
- Scarcella, R. and Oxford, R. (1992). The Tapestry of Language Learning: The Individual in the Communicative Classroom. Boston, Mass.: Heinle and Heinle Publishers, Inc.
- Sheerin, S. (1987). Listening comprehension : Teaching or testing? ELT Journal. Vol. 41. No. 2. April. pp. 126-31.
- Shrum,J.L.&Glisan,E.W.(1994).Teacher'shandbook: ontextualized
- Language instruction .Boston, M A:Heinle & Heinle.
- Smith,T.E.,Finn,D.M.,& Dowdy,C.A.(1993).Teaching students with mild disabilities .New York :Harcourt Brac Jovanovich College Publishers.
- Speer.(2002)."Spot Light on Primary English Education Resources :According for Education Development, ISBND-89992-111-8.
- Strother ,D.B.(1987) On listening Phi Delta Kappan. Vol. 68.No.8.April.pp.625-28.
- Takeno,J.& Takatsuka,S.(2007). Factors Affecting Listening Comprehension Ability of Japanese Learners of English .
- Tate,J.(2001).The sense-making strategies of school leaders: the specific impact of listening .(Doctoral Dissertation. George Mason university .
- Teng, H. (2000). Analysis of EFL Listening needs by Taiwanese College Learners. Paper Presented at the Annual International Symposium on English Teaching (9th Taipei, Taiwan, 11, 10-12).
- Teng, H. C. (1998). A study of EFL listening comprehension strategies. (ERIC Document Reproduction Service No. ED 422 745.(
- Thomlison, T. Dean.(1984). "Relational listening: theoretical and practical considerations." Paper presented at the Annual Meeting of the 5th International Listening Association, 30pp. [ED257 165]
- Thompson, I., & Rubin, J. (1996). Can strategy instruction improve listening comprehension?, Foreign Language Annals, 29 (3), 331-342.
- Underwood, M. (1989). Teaching listening. New York:

- Vandergrift, L. (2003). From prediction to reflection: Guiding students through the process of L2 listening. Canadian Modern Language Review, 59, 425– 440.
- Van-Duzer, C. (1997). Improving ESL learners listening skills: At the workplace and beyond. Available at : http:/ /www. cal.org/ ncle/sifest /listen.QA.htm.
- Hwang,M.(2004). Exploring Listening Comprehension Difficulties
- Observed Among Korean High School students. The Journal of Curriculum & Evaluation. Vol. 7, No. 1, pp. 275-301.
- Wang Shouyuan .(2003). The theory and methods on English listening teaching http://www.ew.com.cn/yynl/tlnl/ca7440.htm
- Weaver, C.(1972). Human Listening: Processes and Behavior. New York: Bobbs-Merrill.
- Widdowson , H.G.(1983).Learning Purpose and Language Use ,Oxford ,Oxford University Press.
- Wilkinson, AL. Stratta and P. Dudley (1974) The Quality of Listening. London : Macmillan Education Ltd .
- Willis, J. (1981). Teaching English through English. London: Longman
- Willetts,K.(1992). Technology and second language learning .ERIC Digest .(Eric Document Reproduction Service No.ED350883) .
- Yagang,F.(1997).Listening: Problems and solutions .In T.Kral(Ed.)Teacher development :making the right moves (pp.189-196).Washington ,D.C: United States Information Agency.
- Yan,A.J.(1988).An investigation of listening difficulties by Taiwanese college students. English Teaching & learning,12(4),62-72.
- Yao,C.K.(1995).Needs analysis of freshman English listening curriculum .Papers from the Twelfth conference on English teaching and learning in the R.O.C.(pp.80-96).Taipei: The Crane Publishers.
- Yousif,A.(2006). Listening Comprehension Difficulties as Perceived by. J. King Saud Univ., Vol. 19, Lang. & Transl., pp. 35-47, Riyadh.

❋❋❋❋❋❋❋

((نموذج اشتراك في مجلة دراسات عربية في التربية وعلم النفس))

سعادة / الأستاذ الدكتور : رئيس تحرير مجلة دراسات عربية في التربية وعلم النفس السلام عليكم ورحمة الله وبركاته وبعد ،،

أرغب الاشتراك في المجلة لمدة : (سنة واحدة ☐)

على أن تصلني نسخ أعداد المجلة على عنواني البريدي الموضح بهذا النموذج.

الاســـــــــم .....

الوظيفـــــــة .....

جهـــة العمـــل .....

الجنسيـــــــة .....

عنوان المراسلـــة .....

البريد الإلكتروني .....

الهاتف/ الفاكس .....

اسم المشترك : .....

التوقيـــــع : .....

- قيمة الاشتراك السنوي للأفراد بالدول العربية : (٥٠٠ ريالا).
- قيمة الاشتراك للأفراد بباقي دول العالم: (٢٠٠ دولار).
- قيمة الاشتراك للمؤسسات بالدول العربية: (٧٥٠ ريالا).
- قيمة الاشتراك للمؤسسات بباقي دول العالم: (٣٥٠ دولار).
- قيمة الاشتراكات هذه شاملة تكاليف البريد العادي ، ومن يرغب في البريد الممتاز يتحمل الفرق.
- يمكن سداد قيمة الاشتراكات بالجنيه المصري مباشرة لمكتب المجلة بجمهورية مصر العربية، أو بحوالة بنكية باسم رئيس التحرير (أ. د / ماهر إسماعيل صبري)على بنك فيصل الإسلامي المصري فرع بنها رقم الحساب ١٨٥٠٦
- ترسل صورة من قسيمة تحويل الاشتراكات على البريد الإلكتروني لرئيس التحرير mahersabry2121@yahoo.com
- يرسل هذا النموذج بعد تعبأة بياناته عبر البريد الإلكتروني لرئيس تحرير المجلة، أو عبر البريد العادي على عنوان رئيس التحرير الحالي : المدينة المنورة ، جامعة طيبة ، كلية التربية، قسم المناهج وطرق التدريس. أو على عنوان مكتبنا بمصر : ١ش أحمد ماهر متفرع من ش الشعراوي، أتريب ، بنها .