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Overcoming listening comprehension
Difficulties

**Case study: 2nd year LMD students at the Hydrocarbons Department-
Kasdi Merbah University Ouargla-Algeria.**

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Dedication

Chasing of dreams is not an easy job

It requires lots of passion and commitments

We proudly dedicate this work to our beloved parents because they were the greatest source of inspiration for us in our academic journey throughout 19 years, full of achievements and mixed with tears of joy and sadness.

To our beloved soul who struggled and still struggling until it achieves, «The reward for having good thoughts is that it obtains what it thought»

To all who encouraged us not to give up

To everyone who remembers us in his prayers.

Acknowledgement

Whoever said I am hers “got it.

” The journey was not short, nor should it be. The dream was not close, nor was the road fraught with ease but we did it and we got it. Praise be to God, love, thanks and gratitude, thanks to which we are here today looking at a long- awaited dream that has become a reality that we are proud of. To our pure angel, our strengths after God, our first and eternal supporters, “Mothers,” we dedicate this achievement to you, which without your sacrifices would not have existed. We are grateful that God chose you for us from among humanity. Oh, the best support and compensation. To those who supported us without limits and gave us for free. "Our Fathers" To those of whom it was said: We will strengthen your arm through your brother.) To the one who tirelessly extended his hand in our time of weaknesses, “our brothers,” may God keep you as a steadfast side for us to the one who believed in our abilities and the security of our days, “our older sisters?” To the one who reminds us of our strengths and stand behind us like our shadow, “our lovely friends ”.

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Abstract

This research investigates the listening comprehension difficulties encountered by EFL learners. The aim behind this study is to determine the major difficulties that hydrocarbon students face in listening comprehension at Kasdi Merbah University Ouargla and try to overcome them. This study employs a mixed method approaches, both qualitative and quantitative. A purposeful sample of six students are selected from 100 students and interviewed. Further, a questionnaire is used with 30 students to get more information about listening comprehension difficulties. The result of this research showed that the difficulties that the students faced in listening comprehension were related to the listening material, the listener, and the physical setting. Besides, the factors that cause learners difficulties in listening comprehension are dependencies on others, accents and pronunciation variations, fast-paced speech ,anxiety and a lack of understanding idiomatic expressions , shame to ask the lecturer about the material .

Key words:

Listening comprehension; EFL learners; Quantitative and qualitative approaches.

List of abbreviations

EFL: English as a foreign language.

LC : Listening compréhension.

LA : language acquisition.

FL: foreign language.

List of Tables

Table 1: students difficulties related to the listening material	23
Table 2: students difficulties related to the listener	25
Table 3: students difficulties related to the speaker and physical setting	25
Table 4 : the factors that cause students difficulties in listening comprehension.	28
Table 5 : questions of students' interview	47

List of figures

Figure 1: students' difficulties related to the listening material.....	24
Figure 2: students' difficulties related to the listener	26
Figure 3: students' difficulties related to the speaker and physical setting	28
Figure 4: the factors that cause students' difficulties in listening comprehension	30

Table des matières

Dedication	I
Acknowledgement	II
Abstract	III
List of abbreviations	IV
List of Tables	V
List of figures	V
General introduction	Error! Bookmark not defined.
Background of the study	1
Statement of the problem	1
Objectives of the study:	2
Research questions:	2
Research hypothesis	2
Research methodology	2
Structure of the dissertation:	2
Chapter 1: The importance of listening comprehension and common listening comprehension challenges	4
Introduction	5
1.1.Importance of listening comprehension:	5
1.2.Role of listening skills in communication:	5
1.3.Benefits of improving listening comprehension:	6
1.4. Strategies for Enhancing Listening Comprehension:	6
1.5. Active listening	7
1.5.1. Definition of Active Listening	7
1.5.2. Importance of Active Listening	7

1.5.3. Benefits of Active Listening	8
1.6. Note taking methods	8
1.6.1. Importance of Note Taking in Listening Comprehension	8
1.6.3. Maximizing the Power of Effective Note-taking Methods	9
1.6.2. Benefits of Using Effective Note Taking Methods	9
1.7. Using context clues:	9
1.7.2. Importance of Context Clues in Listening Comprehension	9
1.7.1. Definition of Context Clues	10
1.8. common listening comprehension challenges	10
1.8.1. Common Difficulties in Listening Comprehension	10
1.8.2. Dealing with accents and pronunciation variation	11
1.9. coping with fast Paced speech	12
1.9.1. Impact of Fast Paced Speech	12
1.10. Understanding idiomatic expression and slang	12
1.10.1. Definition of Idiomatic Expression and Slang	12
1.10.2. Importance of Understanding Idiomatic Expression and Slang in Listening Comprehension	13
1.10.4. Common Idiomatic Expressions	13
1.10.3. Learning idiomatic expression	14
1.11. Utilizing technology for improving listening comprehension	14
1.11.1. applying task-based instruction	14
1.11.2. Using online listening resources and tools	15
1.11.3. Benefits of incorporating online listening in learning	15
1.11.4. using language learning apps and software	16
1.12. Using Podcasts and Audiobooks for Practice Listening Skills	17
1.12.1. Benefits of Using Podcasts and Audiobooks	17

1.12.2. Enhancing Listening Skills through Podcasts and Audiobooks	17
1.12.3. Improving Pronunciation and Accent	17
1.12.4. Expanding Vocabulary and Language Skills	18
1.13. Enhancing listening comprehension through authentic materials	18
1.13.1. watching movies and TV Shows	18
1.13.2. Broadening Listening Skills through movies and tv shows Vocabulary	18
1.13.3. Engaging with Native Speakers for Improving Listening Skills	19
Chapter 2: Practical part	20
INTRODUCTION	21
2.1. Research Method	21
2.3. The research instruments	21
2.4. Students' Questionnaire	22
2.5. Administration of the questionnaire	22
2.2. Population and Sample	22
2.6. Analysis of the results	22
2.6.1. <i>Data Analysis from Questionnaires</i>	22
a. QUESTIONNAIRE "1"	22
Figure 1: students' difficulties related to the listening material	24
Figure 2: students' difficulties related to the listener	26
b. QUESTIONNAIRE 2	28
Figure 4: the factors that cause students' difficulties in listening comprehension	30
2.6.2. Data analysis from interview	30
General conclusion	34
2.10. Limitation of the study	35

List of Refrences	36
المخلص	39
Rèsumè	40
Appendix (a)	41
Appendix (b)	46

General introduction

Background of the study

Listening is a psychological act that involves the interpretation of sound to comprehend and understand the intended message. It involves the identification of the problem, receiving the message, interpretation and evaluation, and responding to the message. Listening comprehension is a crucial aspect of learning, although it proves to be a challenging skill to acquire, learners need to develop the listening abilities for effective understanding. Dunkel (1988) revealed that length and rate of speech did affect listening comprehension. This suggests that factors affecting listening comprehension can occur within various degrees and that they do not affect all individuals in the same way. It could be said that some people are better listening with difficult passages, where others prefer simple passages, and the like. In the model of L2 comprehension proposed by Bernhardt (2001), it is suggested that because comprehension is the construction of meaning for perceived stimuli based on existing knowledge, students find listening comprehension difficult because they are actually constructing meaning in their second language, as opposed to the first language where meaning is already established. However, This study aims to identify problems faced by learners in listening comprehension.

Based on the previous studies it can be concluded that those studies focused only on listening comprehension problems. Meanwhile, this research not only focuses on the problems, but also on factors causing the problems in listening comprehension and how to overcome them.

Statement of the problem

Listening to English presents challenges for EFL students worldwide. In spite of its significance for teaching and learning languages, the least amount of research has been done on listening as a skill in learning EFL and gives more emphasis on speaking and reading. This is regrettable because, in many ways, the most crucial ability for learning a language is listening. However, it has been noticed that numerous EFL learners of hydrocarbon at Kasdi Merbah Ouargla University encounter some challenges while listening to English language, especially when the speaker speaks too quickly, accents, idiomatic expressions and slang. Therefore, the current study aims to determine students' listening comprehension difficulties, try to raise their awareness of the importance of listening in language acquisition, and provide them with effective learning strategies in order to overcome their listening comprehension difficulties.

Objectives of the study:

- To determine the major difficulties in listening comprehension of EFL students.
- To raise students awareness of the importance of listening in language acquisition.
- Address the descriptive qualitative phase of the study by improving Students listening comprehension skills.

Research questions:

This research seeks to answer the following questions:

- What listening comprehension difficulties do EFL students encounter when Listening to spoken English?
- How does the use of interactive listening strategies impact language Learners listening comprehension skills?

Research hypothesis

We hypothesize that EFL university learners encounter some challenges in listening comprehension, like a lack of focus and anxiety.

We hypothesize that utilizing technology will improve listening comprehension skills in language learning.

Research methodology

The tool of data collection in this study consists of using a mixed method approaches. This would involve both quantitative and qualitative methods to gather comprehensive data. For the quantitative data will be collected through a questionnaire sheets administered to a sample of "30 " 2nd year hydrocarbons students at Kasdi Merbah University of Ouargla, selected by using sampling techniques This sample represents approximately 30% of the total population of second year students (100) . For the qualitative aspect, the research conduct interviews with six students to gather participants' perceptions and experiences with the interactive listening activities. This qualitative data can provide insights into the learners' engagement, motivation, and overall satisfaction with the activities.

Structure of the dissertation:

This dissertation is divided into two parts. The first part is theoretical, while the second is practical. The first part consists of one chapter, which is devoted to listening comprehensions importance, its benefits and role. Further, this chapter sheds light on different strategies for enhancing listening comprehension. It also provides common listening comprehension challenges, it focuses on problems and factors effecting listening

comprehension, along with its key solutions, utilizing technology for improving listening comprehension, and enhancing listening skills through authentic materials.

The second part has one chapter, the practice work, focuses on data collection and interpretation, methodology, tools for collecting data, and analysis procedures.

Chapter 1: The importance of listening comprehension and common listening comprehension challenges

Introduction

Listening comprehension is a complex process, crucial to the success of foreign language acquisition; students often consider listening difficult. This consensus could be because students are not exposed to enough listening in the classroom and are not given the tools to effectively understand the listening texts to which they are exposed. From here, it is necessary to identify potential difficulties that students may encounter with listening texts and ways to identify the severity of these difficulties. Difficulty can occur in any of several listening tasks, which occur in the EFL classroom or other environments where it is spoken. The primary task for the student may be to just understand the message. But it may also be to learn how something is said, to imitate it, or to discover why a particular way of saying something means what it does. This work will mainly focus on comprehension of the message, but will also address learning from the form of the message.

1.1. Importance of listening comprehension:

Listening comprehension is an essential part of the learning process, but it is hard to acquire. Listening skills are developed from birth. However, teaching it is often neglected. Listening as a means of learning is known to be both the most accessible and the best. Of all forms of language study, listening is the most frequently utilized, yet it is the least researched aspect of language study (Richard & Renandya, 2002). It is usually a natural part of other capabilities, such as listening and writing, listening and creation. Therefore it is, in the life cycle of all language development, the most complicated skill to prepare. In life, learning how to listen is an event of human conduct. You will find out how to speak first, then read and listen. (Raina et al., 2023)

1.2. Role of listening skills in communication:

The term “communication” denotes a process that begins with a speaker who has an idea in his or her mind. The speaker encodes his or her idea and translates the idea into a message that the speaker sends to the listener. The listener then receives the message and decodes the message using the listener’s experience. The reply can be another message from the listener, be an act responsive to the listener’s message, or be some combination of the two. In any case, the feedback completes the communication. The listener’s response, whether it is a message or an act, is the only evidence that the speaker has that the first

message was taken in and understood by the listener. The full passage of the message to the listener has several stages, from the idea for the speaker, to the formation of the idea by the listener and the correct response along the chain . The stages are:

- a) The speaker forms the idea
- b) The speaker encodes their idea into a message
- c) The speaker transmits the message
- d) The listener receives the message
- e) The listener decodes the message
- f) The listener forms an idea
- g) The listener encodes a response.

The sequence can be disrupted at any stage, the most sensitive places at stages c, d, e is listening. (A Lepori & Firestone, 2020)

1.3. Benefits of improving listening comprehension:

Improving listening comprehension is essential to developing the listening process. There are a number of reasons why listening comprehension is considered the most difficult skill to acquire and master. First, the exposure to the foreign language is limited; the student is not able to listen to his teacher as much as he would be able to speak to him. On the other hand, the students often tend to create an internal barrier. Since many students find it difficult to understand the first time they listen to a passage in a foreign language, they immediately decide that they do not understand the language. They do not realize that this is a normal part of the process of learning a language and are discouraged from the limited exposure and understanding (World English Journal et al., 2017).

Listening is a receptive language skill; it is often the most difficult of the four language skills. It can cause a number of problems due to the fact that there is a limited amount of time for processing. As learners, it is often the case that while listening to someone in the target language; we translate what we have heard as quickly as possible into our mother tongue and then prepare our response. We tend to analyze what we have heard on a grammatical level also (World English Journal & Dimassi, 2017)

1.4. Strategies for Enhancing Listening Comprehension:

Listening comprehension is also essential for academic and professional success. The ability to understand and process spoken language is a requirement in almost all academic environments. In many instances, students are required to learn from lectures or other oral instructions. Failure to understand such instructions may impede learning. The ability to comprehend spoken language is also essential for professional success in many fields. Being able to understand orally communicated information is required in jobs such as working in sales, customer service, and consulting. Failing to understand important information delivered by a client or colleague can result in dire consequences. Therefore, possessing good listening skills is important for anyone working in a professional capacity (Jones, 2018)

1.5. Active listening

1.5.1. Definition of Active Listening

Active listening is an investment in improving the relationship between two people. It is a communication strategy that involves two parties in the process: the speaker and the listener. It helps to reduce misunderstandings, conflicts, and reinforces the trust and cooperation between two people.

In contrast to the listener who uses active listening, the ineffective listener is mainly preoccupied with his/her own internal thought processes and does not regard listening as an active involvement in the communicative process. We liken passive listening more to eavesdropping. People eavesdrop when they have a consequential interest (often negative) in what two people are saying and can lead to a misunderstanding if they hear only part of the conversation and then act upon it. Eavesdropping or partial listening often leads to communication problems by assuming that partial information is the whole information and acting on it in some way. Active listening involves the listener in the communication process. This is done primarily through being interested in understanding the other person's perspective. This is in stark contrast to the listener who is primarily interested in getting his/her own message across (Pallesen et al., 2023)

1.5.2. Importance of Active Listening

Active listening is very important in many relationships and communications. This is best illustrated when giving examples. A student who is posing a question in a classroom, to either his teacher or a fellow classmate, receives an answer to his question that is completely

off topic and does not answer his question at all. At this point, the asker becomes irritated and believes that his question was not taken seriously.

Active listening is the type of listening where the listener gives complete attention to what the speaker is saying. In this shift to or reception of a message, the receiver is hearing and understanding both the feeling and the meaning of the other person's message. This requires the receiver to give full attention to the speaker and to show that the receiver is listening and understanding. In active listening, the listener is giving feedback by asking questions or echoing the speaker's thoughts. This lets the speaker know that the listener is fully involved with the speaker and that the listener is interested in what the speaker is saying. Active listening is quite the opposite from what people usually do (Lu et al., 2021).

1.5.3. Benefits of Active Listening

Active listening provides numerous benefits to both the speaker and the listener. It provides an environment that facilitates change and provides psychological help. The benefits to the listener are improved self-esteem, self-worth, and a positive attitude. The listener is more open and hence more likely to accept change. This all helps to develop the individual's potential. Active listening helps to reduce tension and release negative emotions. Often the speaker can release pent-up emotions just by talking to an empathic listener. Getting a problem off the chest can make a person feel a lot better. This also helps to solve problems that are interfering with a person's peace of mind. Again, the listener is more likely to be open about what they are feeling. This can often mean that there is less to resolve difficult situations. When everyone involved in a situation or problem has a greater awareness of the others, it is then possible to identify and resolve an issue in a way that satisfies everyone involved.

Active listening can also help to sort out misunderstandings before they escalate into conflicts. When a person feels that someone has understood their point of view, even if they do not agree with it, they feel more at ease with the decision-making process. (Urtans & Tabaks, 2020)

1.6. Note taking methods

1.6.1. Importance of Note Taking in Listening Comprehension

The literature suggests that note taking is a beneficial strategy in improving listening comprehension. Note taking has three main functions. Firstly, it is a record of the lecture that can be revisited and memorized. Secondly, note taking is a useful aid to help maintain

concentration. Lastly, notes serve as a useful link to the information that one is trying to learn. If students know that they will be tested on the information that they are listening to, they are more likely to take notes in order to retain the information. Note taking can be beneficial in all stages of the listening process whether that be pre-listening, while listening, or post listening (Ahmad Khan et al., 2020)

1.6.3. Maximizing the Power of Effective Note-taking Methods

Note taking can effectively enhance a student's listening comprehension. This is due to the way in which notes increase the encoding of information, how notes act as an external memory aid, and the usefulness of notes in the organization and comprehension of the input. It is important to encourage students to take notes in a way that best suits their learning style or provide them with training on how to take various types of notes. Before giving students specific training on note-taking methods, it may be useful to test their current note-taking abilities. This will allow the teacher to give more targeted help and to measure the effectiveness of the note-taking strategy the students are using. Eliciting a sample of students' notes or having students take notes on a short lecture as a test can provide the teacher with the information needed (Ngwoke et al.2022).

1.6.2. Benefits of Using Effective Note Taking Methods

Short-term benefit is that if a student takes their note properly, they might not have to cram everything at the end of the chapter before the exam. They will be better prepared for the exam and will have to spend less time reading the text over again. Long-term benefits are an increase in personal knowledge and the effective utilization of real learning and thinking skills. This should result in higher quality work and increased satisfaction in one's academic work. High-quality notes will save time and effort for students in the end. Neat, organized notes will save time and frustration when trying to locate certain pieces of information gathered over the semester. To fully understand the material and to be able to re-find information, the student may have to look at the textbook and notes several times (Risku, 2021).

1.7. Using context clues:

1.7.2. Importance of Context Clues in Listening Comprehension

There is an important need on the part of teachers, including reading specialists and ESL teachers, to teach how to use context clues in listening. It is no secret that in real-world

listening situations, be it an informal conversation or a lecture in the academic setting, the listener will not have the luxury of stopping the speaker to ask him/her to explain the unclear parts. The success in understanding the speech entirely depends on the ability of the listener to utilize whatever clues are available to construct a meaningful interpretation. Short of running to a dictionary or asking for a translation, most of the time a listener's most immediate resource for guessing word meaning is the use of context. (Nagao & Rekimoto, 1995)

1.7.1. Definition of Context Clues

We can define a context clue as information "in the sentence, paragraph, or discourse that helps the listener to identify the meaning of an unfamiliar word" (McKeown, 1985, p. 100). This definition includes a wide range of devices used to scaffold language, as language is seldom without some form of context clue. However, McKeown then further subdivides context clues; the definition encompasses all the types of clues but does not necessarily reflect the nature of context as it is understood from a psychological perspective. Schmitt and McCarthy (1997) presenting a model of vocabulary learning state that context is within a sentence, phrase, or a textual environment, the words, clauses, expressions, and themes surrounding the target word, that increase the chances of a correct interpretation of the word and help in the creation of a long-lasting memory of the word and its properties. (Clarke, 2020)

1.8. Common listening comprehension challenges

1.8.1. Common Difficulties in Listening Comprehension

Idioms and colloquialisms

Idioms and colloquialisms can cause great difficulty for learners if they have not been exposed to them. Many of these expressions are culture-specific and therefore may have no direct translation in the learner's native language. During a trip to Newcastle, I once heard an Italian girl ask a native Geordie, "what is the crack?" to which he replied, "divn't worry about it like". Unsurprisingly, she did not understand. Such a scenario would be highly frustrating for the learner if it occurred frequently (Wong et al.2021)

Learners require more time than native speakers to process information they hear, particularly if the language being spoken is not the learner's native language. If the speaker is talking too quickly, the learner may fail to grasp what is being said (Alfa2020).

Assimilation

Assimilation involves a sound changing to become similar to a neighboring sound. An example of this is the pronunciation of the word "in" in the sentence "he's in the house". The /n/ sound becomes an /m/ sound due to the following /ð/ sound. Learners who have not been taught this kind of pronunciation may not realize it.

Reduction

Reduction is a feature of some English sounds. For example, the sound /t/ in the word "twenty" is often pronounced as a glottal stop, and the /d/ sound is often dropped from the middle of words such as "Wednesday". These reduced sounds can cause problems for learners who may have only learned the more standard form of pronunciation (Towarnicky, 2022).

1.8.2. Dealing with accents and pronunciation variation

Pronunciation

Pronunciation is a word ascribed to the way words are expressed. It is a term of sounds in a language. It is the way a word is enunciated, with regards to its tone, stress, and pitch. It is this facet of language that causes the most problems in understanding and making oneself understood. A wide variation occurs in pronunciation, even within the same country there are regional accents. There is no one universal spoken English, it is spoken differently by many native and non-native speakers. Pronunciation is also subject to change, and what is correct pronunciation today may not be so in a hundred years' time.

Accents

Learners of English need to be made aware of the different accents and understand that the English they are learning is a set of rules and guidelines on how to construct sentences and the meanings of words, rather than a rigidly spoken language. In some cases, poor understanding of heavily accented English has led to miscommunications with grave consequences, for example in the medical or legal professions. In the medical profession, it is vital that the message is accurately received. A doctor from an ethnic minority who speaks accented English may unintentionally send the wrong message to a patient or a colleague. This could be potentially dangerous. In this case, it is the patient's welfare at stake. In others, for example business, it could be a matter of large sums of money. If an agreement between two companies is unclear due to miscommunications, this could result in long-term damage to the relationship between the companies. This can be avoided if students are prepared for the wide range of English spoken today and taught how to be effective communicators, for example learning polite ways to ask for clarification. (Islam, 2020)

1.9. coping with fast Paced speech

listeners may face difficulties when the speech rate is excessively fast. This can often lead to feelings of frustration, anxiety, and helplessness for the learner who is unable to grasp or interpret at such a pace.

1.9.1. Impact of Fast Paced Speech

the fact that fast speech is normal does not lessen its potential impact on those who experience listening difficulties. Inability to keep up with a speaker erodes the confidence of those who are not sure of their listening ability and can result in them withdrawing from listening situations. If a student is spending an extended period in a foreign country, for example, it may be the case that after several months he or she still finds fast speech difficult to cope with. If that student feels that they cannot keep up with lectures or that they are not getting the full import of what is said to them in conversation, they are likely to sooner or later reach a stage where they try to avoid situations where they have to listen to native speakers. This, in turn, further reduces their chance of gaining full comprehension of the language. Studies carried out on groups of both native and non-native speakers show that a common reaction to fast speech is simply giving up further effort to understand. When a situation becomes too demanding in terms of listening effort, people will simply abandon the task (Severinsen et al., 2024).

1.10. Understanding idiomatic expression and slang

1.10.1. Definition of Idiomatic Expression and Slang

idiomatic expression

An idiomatic expression is formed from a combination of words that has a meaning that is different from the meaning of the words on its own. It has a metaphorical, rather than literal meaning. The words in an idiom often collocate. Idiomatic expressions often confuse and cause difficulty for language learners because the words in the idiom often bear little relation to the topic and cannot be translated literally. There are thousands of idiomatic expressions in the English language, with some estimates that more than 15,000 idioms are used in everyday conversation. Some idioms are so overused that they have become clichés, for example, "at the end of the day" or "hard as nails". A person with a low proficiency in English will not understand these idioms though they are used frequently. This may lead to the idioms being misinterpreted.

Slang

Slang is defined as a type of language consisting of words and phrases that are regarded as very informal. Slang is often restricted to certain social groups or nationalities. It is not restricted to a particular time or place, but new words are continuously generated. This is in contrast to idioms, which often have a historical influence. Slang is more prevalent in casual conversation and is usually inappropriate in formal writing. A teacher may be the speaker of a language but may still have difficulty in understanding slang. A lot of slang is culture-specific, and although a person may have a high level of proficiency in a language, they may still have difficulty understanding slang from a foreign country (Tahayna and Ayyasamy2023).

1.10.2. Importance of Understanding Idiomatic Expression and Slang in Listening Comprehension

This topic is one that is relevant to understanding the listening comprehension of learners of English as a foreign language . The high prevalence of idiomatic language and slang in spoken discourse is recognized by researchers and teachers as an important troublesome area for learners. It has been argued that the use of idiomatic language is doubly disadvantaging to the non-native listener since they are both likely not to understand the idiomatic expression and will often opt to translate the idiom into their L1 and miss subsequent spoken information. Such a process is unfortunate since it has been suggested that one key element to successful listening comprehension is the ability to 'decode' the heard message in real time, without reverting to L1 translation. Idioms and slang have also been suggested as key factors to the disparity between the "top-down" processing strategies that good language learners employ and the "bottom-up" strategies used by poor learners. An idiom can cause a breakdown in understanding thereby destroying the context for which the idiomatic expression is embedded and leaving a chat with a language partner whereby the learner appears to understand everything up until one phrase and suddenly is completely lost. (MAHBOUB)

1.10.4. Common Idiomatic Expressions

Some phrases, like "to get cold feet," "to spill the beans," and "to hit the nail on the head," are so familiar to Americans that they may not even remember that they were once considered as strange as, well, "the bee's knees." Idiomatic expressions lend playfulness and vividness to our writing and conversation. When A. J. Liebling says, "I can write better than anyone who can write faster, and I can write faster than anyone who can write better," there is no doubt that he is quickening the pace by the use of these idioms about superior writing and

speed. Without such expressions, he would have to say, "I can write better than any fast writer and I can write more rapidly than any good writer," and his point would be lost. Yet idioms can pose problems for the foreign-born or for people who have hearing, visual, motor, or emotional handicaps. A parrot of English as a second language blithely told his teacher, "I know I get good marks. Even a blind chicken finds some corn in the dark." A girl who had formerly had a good command of speech but who had been confined to a wheelchair after an automobile accident told a classmate, "I'll soon be on my feet again—I hope you won't have to cut me. Let's not let the ironing board call the kettle black while I'm away from classes." These persons, like many others, need aid in learning to comprehend and use figurative idioms in English. (Capuano, 2023)

1.10.3. Learning idiomatic expression

Idiomatic expressions are very commonly used in English. So, even if you have an excellent command of the language, understanding and using such expressions is extremely important. Without an understanding of the idioms that are in common use, a person cannot consider himself to be having a full command of the language. Lack of such knowledge may cause a learner of English to misunderstand the speech of native speakers. It is very common for the English to assume that an overseas learner of English understands an idiom that has been used, and if the idiom is not understood, this can cause embarrassment for the learner. An idiom is a group of words with a meaning of its own that is not obvious from the meanings of the individual words. For example, "rain cats and dogs" (to rain very heavily) is an idiom commonly used in Britain, and the chances of a foreign learner of English understanding this phrase is remote. The reason for the wide usage of idiomatic expressions in English is because the English often like to convey their meaning in a non-literal way. This adds color to the language, but for those who are not familiar with such expressions, it can be a nightmare! (Orfan, 2020)

1.11. Utilizing technology for improving listening comprehension

1.11.1. applying task-based instruction

Technology provides a solution for applying the task-based instruction which is ideal for listening teaching (Vandergrift, 2006). It provides students' exposure to authentic language and varied context which is integral to developing and understanding in listening. Vandergrift et al. conducted an experiment to compare two types of task-based listening, with

advanced level second language learners. This study introduced the tasks to the subjects on a CD-ROM and the other tasks were presented in a campus computer lab. The study reported that the subjects in the CD-ROM setting had a more positive experience and found it more effective. They commented that it was less of a hassle having to schedule time for the lab, and more convenient to be able to take the task when they were ready for it. This provides evidence that technology is a more effective means of task-based listening instruction. (Shadieff & Yang, 2020)

1.11.2. Using online listening resources and tools

Labeling the importance of using online listening resources and tools sets the foundation on why it is incorporated into the learning process. The effective use of these resources can vastly improve learning metacognition and self-regulation of understanding. It also gives the learner a consistent environment in which they can stop and start, rewind and replay listening as often as needed, which is something that cannot be done in a face-to-face listening lesson. This type of control is an important factor for many learners. Learners can also record their own voices and compare to the original recording, which is an effective way of noticing the language and pronunciation. These types of activities are useful for independent learners, where the teacher is not necessary. It is not a secret that teachers cannot control what a student does outside of the classroom, so providing them with easily accessible resources to improve their listening can ensure they are using their time effectively (Bozorgian and Shamsi2022).

1.11.3. Benefits of incorporating online listening in learning

Ease of access to a wide range of material. Modern technology has made access to the internet more convenient and versatile. Online resources mean that learners are no longer restricted to the sometimes dated and limited supply of audio materials that come with course books. Students and teachers can access authentic materials at the click of a button that are often free or relatively cheap.

A simple search using a search engine such as Google with the intended keywords can bring up a range of listening resources from varied regional and social accents. Teachers can also use authentic materials from the internet to design task-based learning activities that are catered to the specific interests of a group of learners (Vandergrift, 2007).

The internet is also home to a large number of online listening exercises with instant feedback. L2 learners at any level can now select listening materials specific to their needs

and readily check the meaning of words and phrases using online dictionaries and translator tools. This is not the case with traditional listening tasks using audio tapes or CDs where meanings of words are sometimes lost and students must wait until the end of the activity for answers (Mizumoto, 2009).

online resources

online resources such as TV clips, films, radio shows, and podcasts contain natural, authentic speech including idiomatic expressions, reductions, colloquial vocabulary, etc. It is very common for learners to be faced with a native speaker and not understand them due to the fact that speakers of a foreign language often speak very differently to how they write. It is important to note that non-verbal communication is also an important part of communication and this is often lost in audio materials. Video resources offer learners the chance to develop their ability to understand non-verbal communication as well as giving cues for understanding from the context (Vandergrift, 2004).

Podcasts

Podcasts are a particularly useful resource for busy students as they can be downloaded and listened to on the move. They often feature discussions on various topics and learners can select a podcast that is suited to their interests. A study conducted by Susy Lloyd on students of French found that students who completed listening tasks using online resources made significantly greater improvement in listening skills than students who completed a similar text using a course book, CDs, and tapes of equivalent level.

Lloyd suggests that this is because online resources offer more authentic language and varied speaking styles which reflect the language students will encounter in the real world (Lloyd, 2009).

1.11.4. using language learning apps and software

Language learning apps and software are cost-saving and often free of charge. The best part is that they bring tutoring to a new age. Instead of having to leave the house and meet a tutor in person, many of these programs connect students with a tutor online. This proves to be very convenient for many. Students can easily get tutoring from the comfort of their own home regardless of what the weather condition is. On top of this, many of the programs offer around-the-clock assistance. Everything you need from a tutor is only a click away. In a world where modern technology and communication are just a way of life, online

tutoring is very effective and advantageous. Many language learning apps and software offer augmentative tools for students in the forms of games and interactives. These fun and interactive resources prove to be a great way to get students to learn. (Matin and Mangina2023)

1.12. Using Podcasts and Audiobooks for Practice Listening Skills

1.12.1. Benefits of Using Podcasts and Audiobooks

Practicing listening skills using podcasts and audiobooks has its own benefits. By listening to native speakers, students studying the language can improve their listening and comprehension skills. They can also learn about the accent and pronunciation of the speakers and can also improve their own accent and pronunciation. (Gonulal2020)

1.12.2. Enhancing Listening Skills through Podcasts and Audiobooks

One of the main reasons that people listen to podcasts and audiobooks is for the content itself, often for information or entertainment. For learners, this can be authentic or semi-authentic material on a large range of topics, from experimental quantum physics to American idioms and slang. If the material is authentic, the learner will more than likely encounter some difficulties, but this is a positive thing, because included in the many strategies for listening comprehension, one of them is to understand that it is normal not to understand everything. Learners can form their own specific techniques for tackling this issue, but a very effective one can be to focus on what they can understand, rather than what they cannot (Döring et al.2022)

1.12.3. Improving Pronunciation and Accent

If the listener is still at a low level of understanding of the target language, immersion into a sound system dialect (even if it is his own native language) will produce a tremendous improvement in the comprehension of the foreign language. The reason for this is that when we acquire first language we spend the first several years of our lives simply listening before we begin to speak. By learning to understand the language the same way with a sound system based approach, students will immediately improve their comprehension of the foreign language and be well on their way to fluency. An example of a sound system approach is to listen to sophisticated talk radio of the target language, no matter how difficult it may seem. Although the content may be difficult at first, listeners who maintain a sound system philosophy will find understanding improving in a very short period of time. This approach

will also make pronunciation and spoken grammar near automatic for the student (Atmowardoyo & Sakkir, 2021).

1.12.4. Expanding Vocabulary and Language Skills

The last benefit of getting language input from podcasts and audiobooks is that you will expand your vocabulary and improve your understanding of the structure of the language. When you speak in your own language or a foreign language, you probably take it for granted that you know the meanings of the words you choose and how to put them together into a sentence. But when you don't know the word for something in another language, you are immediately stopped in your tracks and are unable to communicate your thoughts. You can only express yourself in broken speech using a limited vocabulary. This can be frustrating and eventually takes away your motivation to continue with the language learning. By increasing the amount of words you understand in the language, you will gain confidence and motivation to continue speaking practice. High levels of vocabulary also improve comprehension skills because you will know the meanings of more words in your native language which are often accurately translatable to the foreign language(Gonulal2020).

1.13.Enhancing listening comprehension through authentic materials

1.13.1. watching movies and TV Shows

When utilizing movies and TV shows as educational tools, it is of high importance to engage the learner in the activity. S/he must be an active participant in order to truly gain from the exercise. Unfocused viewing can change the potential learning experience into plain entertainment. Therefore, the learner must see value in the activities, understand what is expected of him and know how to self-monitor his understanding. They need to be aware of their comprehension level. Learners should see a noticeable increase in their comprehension from week to week (Murphy et al.2022).

1.13.2. Broadening Listening Skills through movies and tv shows Vocabulary

movies and TV shows offer excellent media to inquire about the meaning of new words. In order to make it easier for students to understand and find the meanings of unknown words, teachers can instruct students to watch certain English movies or TV shows in FL without subtitles. It might be quite difficult in the beginning, but it will be very helpful because to get the meanings of the unknown words, students have to capture the information by looking up the word or phrase from a dictionary, finding the meaning of the said word,

and noting a mental picture from a scene where the words are located. By doing this repeatedly, it will facilitate vocabulary enhancement and an improvement in their listening comprehension (Dizon and Thanyawatpokin2021).

Vocabulary can be viewed as one of the first key steps in the development of listening skills in language acquisition. Regarding vocabulary knowledge, it will facilitate the comprehension process since a listener's comprehension of a spoken text will be determined partly by his or her knowledge of the vocabulary (Lange & Matthews, 2020).

1.13.3. Engaging with Native Speakers for Improving Listening Skills

Mastering idioms

Native speakers frequently use idioms in conversation, so by engaging with native speakers, you will be able to learn new idioms and gain a better understanding of when and how they should be used. This can add an additional dimension to your language learning. In the same way (Gonulal2020).

Mastering expression

native speakers can use expressions or slang that may be difficult to understand. By engaging them to explain what it means and the context in which it is used, you can expand your language comprehension (Xalilova & Atoyeva, 2023).

Exposure to authentic pronunciation

Engaging in conversations with an English-speaking native can also give you the chance to practice the way English is really spoken. Sometimes in classes or when learning from a textbook, it is difficult for non-native speakers to understand the correct way to pronounce words or the right intonation when speaking. This is because there are many different accepted ways to pronounce the same words in English. Misunderstandings can also occur regarding which syllable should be stressed in a word. You may think you understand how to properly pronounce a word, but when using it in conversation, the native speaker may have difficulty understanding you. In this case, feedback from the native speaker is important as they can correct your pronunciation and you can imitate how they speak. This can help you to sound more natural when speaking the language (Djaborova2020).

Chapter 2: Practical part

Chapter	2:	Practical
part.....		39
INTRODUCTION.....		21
2.1 Research Method.....		21
2.2 Population and Sample.....		22
2.3 The research instruments.....		21
2.4 Students' Questionnaire.....		22
2.5 Administration of the questionnaire.....		22
2.6 Analysis of the results.....		22
2.6.1 <i>Data Analysis from Questionnaires</i>		22
a. QUESTIONNAIRE "1".....		22
b. QUESTIONNAIRE 2.....		28
2,6,2 Data analysis from interview.....		30
2.8 Discussion of the findings.....		31
Conclusion.....		33
General conclusion.....		34
2.9 Limitation of the study.....		35
Appendix (a).....		41
Appendix (b).....		41

INTRODUCTION

In this chapter of our dissertation, we conducted a study to explore the problems of listening comprehension and different methods aimed at enhancing students' potential in EFL classes, with a particular focus on means of overcoming these problems and on increasing their engagement during oral comprehension sessions. The ultimate goal is to increase interaction between students in the classroom and help them reach a level of proficiency in listening comprehension skills and develop effective communication competence.

This chapter is intended to offer a comprehensive elucidation of the research methodology and design, along with presenting an in-depth description and analysis of the gathered data.

Initially, it delineates the target population and the chosen sample for this research. Furthermore, it identifies the research tool employed in the study. Subsequently, it underscores the significance of guaranteeing the validity and reliability of the research findings. Finally, it demonstrates the data analysis process and delves into a comprehensive discussion of the acquired result.

2.1. Research Method

The research methodology denotes a methodical and scientific approach utilized for the acquisition of data with a particular objective in mind.

It is imperative to utilize an appropriate approach that streamlines the collection and analysis of data during the research process.

In order to support our inquiry, we have implemented a blend of data collection techniques.

Initially, a comprehensive questionnaire was administered to elicit perspectives from second-year English students at Kasdi Merbah University of Ouargla. Furthermore, interviews were conducted with the chosen students.

2.3. The research instruments

To gather the information required to back up the enquiry and accomplish the goals of the current study, we have opted to use two instruments: a students' questionnaire sheet and interview guideline.

2.4. Students' Questionnaire

One of the best instruments for gathering data that a researcher can use to get statistical data on a certain subject is a «Questionnaire «.

"A questionnaire is an instruments for the collection of data, usually in a written form consisting of open ended or close ended questions and other probes requiring a response from the subject. Nunan (1992), (p.231).

The questionnaire was distributed to EFL learners at university in Ouargla. This questionnaire began with an introduction informing them about the research's scope and purpose.

The questionnaire consists of three sections. First section was asked about listening material consists of 10 questions; second section about the listener consists of 10 questions. In addition, the third section is about the speaker and physical settings consists of 10 questions .those sections were used to answer the research question number one.

2.5. Administration of the questionnaire

In order to achieve the aim of the study under investigation, questionnaires were distributed to EFL students at the University of Ouargla during a regular class. After the students answered the questions, 30 copies were immediately collected to ensure that all copies were returned.

2.2. Population and Sample

THE STUDENTS: The target population of our study consists of 30-second year LMD students at Kasdi Merbah University of Ouargla, Algeria. These students are enrolled in the hydrocarbons department. They have been randomly selected from a total population of approximately 100 students, who are divided into different groups. The selected sample includes both male and female student's .aged between 19-25.

2.6. Analysis of the results

2.6.1. Data Analysis from Questionnaires

a. QUESTIONNAIRE "1"

Table1: Students' difficulties related to the listening material:

The researcher utilized the following table, which included the students' responses to

The questions, to determine the outcome of the students' issues with the listening Material.

Table 1: Student's difficulties related to the listening material

NUM	QUESTIONS	ANSWER (YES) %	ANSWER (NO) %
1	Do you capable of comprehending spoken text comprise numerous unfamiliar words, including jargon and idioms?	38.4	61.6
2	Are complex grammatical structures a hindrance to your listening comprehension?	62	38
3	Do you struggle to comprehend every word in spoken discourse?	64.7	35.3
4	Do prolonged spoken text disrupt your comprehension?	79	21
5	Is interpreting the meaning of lengthy spoken text challenging for you?	70	30
6	Do you experience fatigue and distraction when listening to extended spoken passages?	74	26
7	Understands unfamiliar topics in spoken text difficult for you?	81	19
8	Do you find it challenging to understand reduced speech forms?	50	50
9	Do you have difficulty understanding lengthy conversations?	74	26
10	Do you rely on your personal experiences and background knowledge to comprehend spoken text?	88.2	11.8

Based on the data presented in the aforementioned table, it can be inferred that students encountered various challenges related to their role as the listener in the context of listening comprehension. The primary difficulty identified is anxiety, with a majority of students reporting pre listening anxiety, resulting in a lack of focus and hindered audio perception.

Hence, it is imperative for educators to establish an engaging classroom atmosphere that promotes relaxation and comfort. The secondary challenge pertains to the struggle in inferring the meaning of unfamiliar words, as students often neglect to contemplate the meaning upon encountering such words, thereby underscoring the significance of inferring the meanings for effective comprehension, given that the audio is only played once.

Moreover, numerous students expressed difficulty in maintaining concentration during listening comprehension, attributing this issue to ambient disturbances from both internal and external sources. Failure to concentrate inevitably impedes their ability to provide accurate responses. Additionally, many students noted challenges in discerning unclear pronunciations stemming from the divers linguistic backgrounds of the speakers, necessitating the cultivation of proficiency in comprehending various accents and dialects. Furthermore, a significant proportion of students encountered difficulty in retaining the information presented during listening exercises, highlighting the critical importance of memory retention for effective listening comprehension, particularly in the context of single play audio materials.



Figure 1: students' difficulties related to the listening material

In the second section, students were questioned about their own issues with listening

Comprehension. The details are in the table below:

Tableau 2: Student's difficulties related to the listener

NUM	QUESTIONS	ANSWER (YES) %	ANSWER (NO) %
1	Are you concerned about your ability to comprehend spoken text before engaging in listening activities?	52	48
2	Do you struggle to understand the pronunciation of words despite their familiarity?	60	40
3	Do you actively pay attention to the intonation of speakers during listening exercises?	69	31
4	Do you face challenges in identifying transitions or shifts in the speaker's discourse?	68	32
5	Do you experience difficulty-maintaining focus when you anticipate an expected response?	46.5	53.5
6	When confronted with unfamiliar words, do you pause to contemplate their meanings, hindering your ability to continue listening?	65	35
7	Is it challenging to infer the meaning of unknown words while simultaneously listening to spoken content?	40	60
8	Do you find it challenging to concentrate when attempting to comprehend dialogue while seeking answers at the same time?	88	12
9	Do you find it difficult to concentrate when you are searching for answers and listening to a dialogue at the same time?	72	28
10	Do you find it challenging to maintain focus when trying to comprehend the significance of unfamiliar words?	67	33

Based on the data presented in the table, it can be deduced that a majority of the students encountered various challenges in understanding listening material during listening comprehension. The first obstacle is the presence of complex grammatical structures, which most students struggled with due to the perceived difficulty in mastering grammar. Furthermore, students encountered difficulty in comprehending the material due to the complexity of the grammar used in the listening texts. The second challenge is the difficulty in understanding every word in the spoken discourse. This difficulty suggests a lack of mastery of vocabulary, which hinders students from comprehending every word spoken by the speaker.

Additionally, the constraints of only hearing the audio once exacerbate students' struggles in understanding the content. The third obstacle is the challenge of interpreting the

meaning of lengthy spoken texts, with a large portion of students finding this task difficult, possibly due to inadequate vocabulary skills. Consequently, students may experience apathy or drowsiness when exposed to lengthy spoken texts. The fourth difficulty is the unfamiliarity of the topic, which impedes students' understanding of the speaker's discourse due to encountering unfamiliar words. Hence, it is highly advisable for students to engage in extensive reading to broaden their knowledge base.

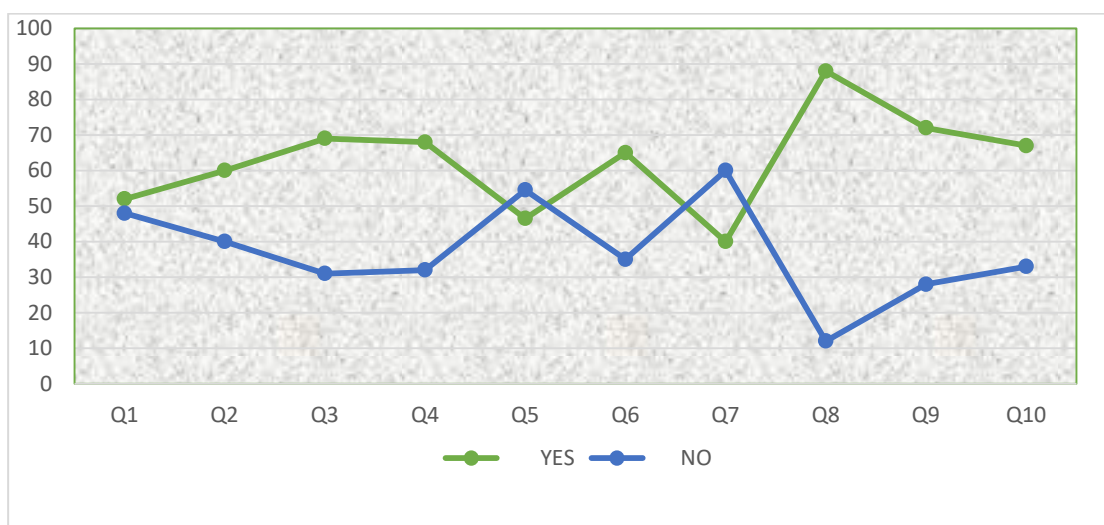


Figure 2: students' difficulties related to the listener

In the last section, the students were asked about the difficulties that the students' faced in listening comprehension related to the speaker and physical setting. The result can be seen in the following table.

Table 3: Student's difficulties related to speaker and physical setting

NUM	QUESTIONS	ANSWER (YES) %	ANSWER (NO) %
1	Are you prone to losing concentration when listening to poor-quality recordings?	90.4	9.6
2	Do you struggle to comprehend natural speech that is filled with hesitations and pauses?	66	34
3	Do you encounter difficulty in understanding the meaning of spoken words without being able to observe the speaker's body language?	34	66
4	Do you face challenges in understanding speakers with	86	14

	various accents?		
5	Do you find it challenging to comprehend when a speaker speaks too quickly?	88	12
6	Do you find it difficult to understand when a speaker does not pause for a sufficient duration?	82	18
7	Do you encounter challenges in understanding if the message is not repeated?	75	25
8	Do you struggle to concentrate in the presence of surrounding noises?	90.8	9.2
9	Does unclear audio from a poor-quality CD player interfere with your listening?	82.1	17.9
10	Does unclear sound from inadequate equipment interfere with your listening comprehension?	84.5	15.5

It is evident that students encountered challenges in listening comprehension attributed to both the speaker and the physical setting. One of the primary difficulties arose from the substandard quality of tapes or disks, which significantly impeded students' ability to perceive the audio content. This issue was attributed to the production of ambiguous sounds due to the poor quality of the tapes or disks, rendering it difficult for students to discern the content clearly. Hence, it is imperative for the lecturer to pay careful attention to the quality of the tapes or disks.

The second challenge pertains to substandard equipment. Apart from the quality of tapes and disks, the instructor must observe the equipment utilized during the listening learning process, such as sound systems, headphones, microphones, and other similar apparatus. If any of these devices fails to function correctly, students will encounter difficulties in comprehending the speaker's words.

The third challenge is the absence of pauses. Many students struggle to grasp the meaning of the words due to the speaker's lack of pauses. The speaker continuously converses without pausing, impeding the students' ability to comprehend. Therefore, the students must attentively listen to the speaker.

The fourth challenge pertains to the inability to replay audio content. In addition to the absence of pauses, the audio segments cannot be replayed, as they are only played once.

Consequently, students are required to engage in additional exercises in order to comprehend the spoken content after a single listening. Furthermore, the fifth challenge is related to disruptive noises that hinder the students' ability to concentrate during listening activities.

Given that focused attention is necessary for effective listening, any extraneous noises can impede the students' ability to listen attentively. It is therefore imperative that the classroom be soundproof to mitigate external disturbances. The sixth challenge involves the difficulty posed by various accents. Many students struggle to comprehend speakers with accents different from those to which they are accustomed, such as American accents. The rapid pace of speech delivery compounds this difficulty, as the absence of pauses makes it even more challenging for students to comprehend the content after a single listening.

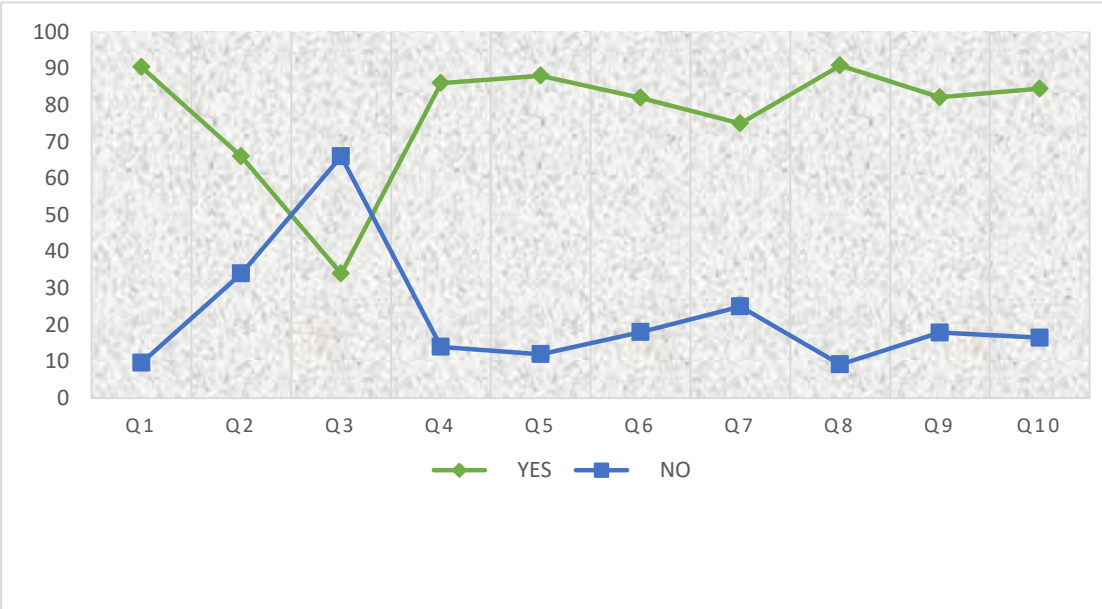


Figure 3: students' difficulties related to the speaker and physical setting

b. QUESTIONNAIRE 2

This questionnaire is about the factors that cause students' difficulties in listening Comprehension. There were 12 questions given to the students.

Table 3: the factors that cause students difficulties in listening comprehension

NUM	QUESTIONS	ANSWER (YES) %	ANSWER (NO) %
1	Do you experience any issues with your hearing?	26	74

2	Do you have difficulties comprehending the material due to intellectual limitations or learning disabilities?	29	71
3	Do you lack motivation or enthusiasm when it comes to studying and listening?	40.1	59.9
4	Are you able to maintain focus while listening to the materials?	91.2	8.8
5	Do you engage in improper study habits when approaching listening material, such as cheating or relying on others for answers?	31.3	68.7
6	Do you frequently rely on others for assistance when encountering difficult material?	53	47
7	Do you feel reluctant to seek clarification on unclear subjects?	70	30
8	Are you confident in your abilities?	71	29
9	Do you experience emotional disturbances, such as moodiness, irritability, anger, or unhappiness, when learning listening comprehension?	57	43
10	Do you believe that the lecturers utilize engaging teaching methods and techniques?	66	34
11	Do you encounter technical difficulties with the media and tools used during listening activities?	33.5	66.5
12	Are the tools and resources provided for learning activities sufficient?	74	26

From the data presented in the aforementioned table, it is apparent that students encountered challenges in their listening comprehension due to various factors. The primary issue arises from their reliance on others, wherein they consistently seek assistance from peers instead of independently seeking solutions to incomprehensible material. This dependence on classmates hinders their understanding and prevents them from learning from their errors.

The second factor pertains to students feeling reluctant to approach the lecturer with queries about the study material. A prevalent tendency is for students to consult peers rather than seek guidance from the lecturer due to a sense of embarrassment or apprehension of reprimand. Consequently, they receive makeshift responses from peers who may not possess the same expertise as the lecturer.

The third factor involves emotional disturbances, such as mood swings, irritability, anger, or dissatisfaction, which adversely affect students' engagement with listening comprehension.

When these emotional disturbances occur, students experience difficulty concentrating during listening sessions, resulting in impaired audio comprehension. Consequently, it is imperative for lecturers to foster a positive learning environment that cultivates enthusiasm and comfort among students.

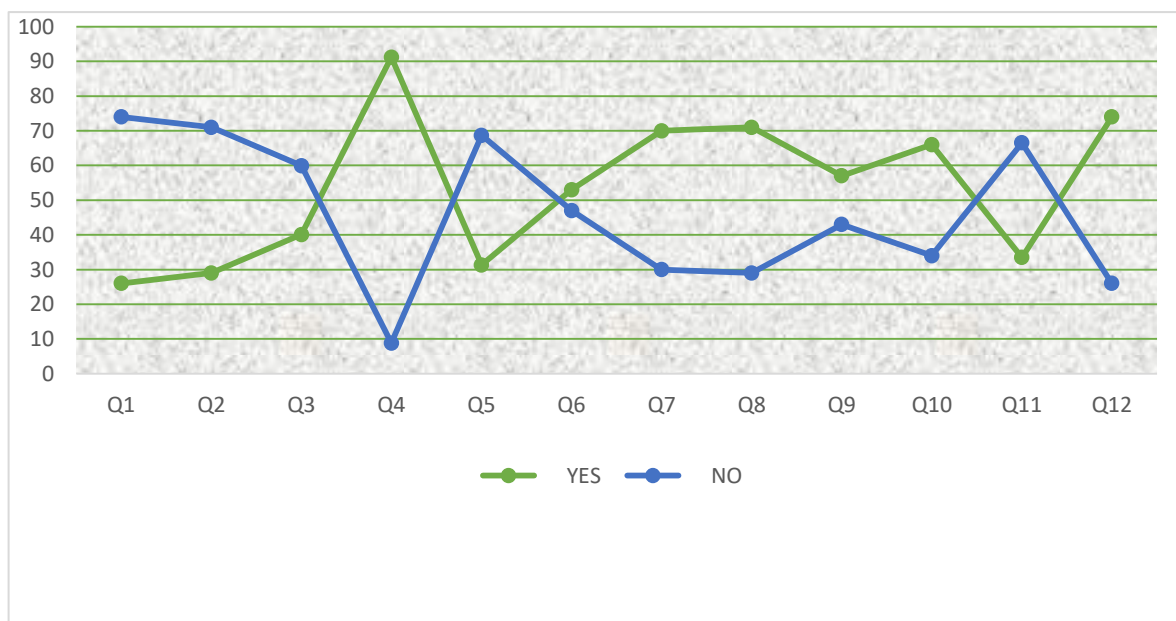


Figure 4: the factors that cause students' difficulties in listening comprehension

2.6.2. Data analysis from interview

Six students were interviewed by the researcher, each of whom were presented with twelve questions pertaining to challenges in listening comprehension, as well as the

underlying causes of these difficulties. The first query focused on the listeners' challenges, with the overwhelming majority expressing difficulty in focusing and experiencing drowsiness while engaging with audio materials. This was frequently due to external distractions and the rapid pace, as well as differing accents, of native speakers.

The second question inquired about the students' obstacles in relation to the listening material. The consensus was that encountering unfamiliar vocabulary was a significant hurdle, along with the rapid pace and varied accents of the speakers. The third question centered on difficulties stemming from the speaker, with almost all students identifying challenges arising from the speaker's accent and pace, while one student also highlighted confusion stemming from the speaker's vocabulary use.

The fourth question addressed the factors contributing to students' challenges in listening comprehension. The prevalent response was the lack of focus, followed by insufficient motivation, unclear audio, ambient noise, and precession anxiety. The final question sought to ascertain if students had ever experienced boredom during the listening process and the reasons behind this. Most students admitted to feeling bored for assorted reasons such as

Encountering unfamiliar vocabulary, and the lecturer's demeanor, lengthy audio clips, and unfamiliar topics.

2.8 Discussion of the findings

The results and data analysis were obtained through a questionnaire for EFL university students. Analyses the collected data to identify, patterns, trends, and potential solutions to improve listening comprehension skills. The finding of first research question indicated those students' difficulties in listening related into three categories. There were related to the listening material, the listener, and the physical setting.

Students' difficulties related to the listening material, According to the findings, students encountered various challenges in comprehending the listening material, including complex grammatical structures, difficulties in comprehending individual words in spoken language, challenges in interpreting lengthy spoken passages, unfamiliar topics, and new vocabulary.

These findings align with Assaf's (2015) study titled "The difficulties encountered by EFL learners in listening comprehension as perceived by ELC students at the Arab American

University-Jenin," which revealed that unfamiliar words, complex grammatical structures, jargon, idioms, and unfamiliar topics posed challenges for students in listening comprehension. Additionally, Hasan (2000) highlighted that unfamiliar words, lengthy complex texts, and complex grammatical structures were obstacles faced by students in comprehending listening material.

Students' difficulties related to the listener. Students have faced challenges concerning the listener in addition to difficulties arising from the listening material. These challenges indicate that students encountered problems in understanding spoken language due to their own shortcomings. Asmawati (2017) asserts that a lack of English language proficiency on the part of the listener also contributed to these comprehension difficulties. The findings reveal multiple challenges that students faced in listening, attributed to the listener factor, including anxiety, difficulty inferring the meaning of unknown words, lack of concentration, unclear pronunciation, difficulty in retention, loss of focus, and drowsiness.

The final category contributing to students' challenges in listening comprehension pertains to the physical setting. According to Tersta and Novianti (2016: 35), "The physical setting is an external factor that influences the students' ability to hear the tape recorder in the class."

The study revealed seven difficulties associated with the physical setting, including poor quality of tapes and disks, inadequate equipment, insufficient pauses, inability to request repetition, ambient noises, diverse accents, and rapid delivery. These findings align with Rosa's (2012) assertion that poor pronunciation is the primary issue causing students difficulties in listening comprehension.

Several factors contribute to students' challenges in listening comprehension. The findings identify dependencies on others, reluctance to seek clarification from instructors, emotional disturbances, and rapid delivery of material by instructors, lack of positive reinforcement, and lack of focus as key contributors. Kurniawati (2015) also highlights declining health, elusive material, lack of support, and absence of training to improve English listening skills with either peers or native speakers as additional factors hindering students' listening comprehension.

Finally yet importantly, based on the research findings and conclusions, several recommendations were made. Firstly, it was suggested that students should practice regularly

and enhance their vocabulary mastery. One possible method for students to do so is by listening to English songs or watching Western movies in order to learn various accents.

Secondly, it was recommended that the lecturer devise an effective strategy for teaching listening comprehension to enhance students' enthusiasm for learning. Additionally, the lecturer must create a comfortable and pleasant classroom atmosphere.

Conclusion

In this chapter, we outlined the practical side of our work, methodology, tools for collecting data, and analysis procedures. The data from the research instrument, namely the students' questionnaire, were analyzed quantitatively and qualitatively.

The results confirmed the research hypothesis that EFL university students' face some difficulties in listening skills while learning English in the classroom like the lack of focus and anxiety. Finally, by referring to the findings, we have given some recommendations about listening comprehension that we hope learners benefit from.

General conclusion

This study aimed to identify the primary listening comprehension challenges that face EFL learners at Kasdi Merbah University in the hydrocarbon department and finding some solutions to overcome these difficulties. This study consists of two research questions mentioned below: What listening comprehension difficulties do EFL students encounter when listening to spoken English? Moreover, how does the use of interactive listening strategies impact language learners' listening comprehension skills? .

The previous questions led to the formulation of the following hypothesis, which was mentioned: EFL learners encounter some difficulties in listening comprehension while learning English in the class like a lack of focus and anxiety.

Our research is divided into two chapters: the theoretical segment and the practical segment. The theoretical section entailed the compilation of previous literature on listening skills and the principal elements thereof, encompassing their significance, classifications, methodologies, procedures, developmental stages, and impediments encountered by learners in the acquisition of listening comprehension abilities. Conversely, the second section delved into the selection of samples, the research tool utilized a depiction of the students' questionnaire, the analysis of findings, and the constraints of the study. Finally, it proffered recommendations aimed at enhancing the acquisition of listening comprehension skills.

In addition, in the applied aspect, we utilized SPSS (Statistical Package for Social Sciences) to procure statistical data for quantitative data analysis, and open-ended questions to obtain qualitative data that were incorporated in the students' questionnaire. The questionnaires were distributed to 30 university learners studying English as a Foreign Language (EFL) in Ouargla. Notably, the data collected from the questionnaire unequivocally affirmed the hypothesis that EFL learners encounter challenges in learning skills. These difficulties stem from . To overcome these obstacles, some instructors proposed potential solutions, such as utilizing a variety of authentic audio-visual materials and

adjusting listening scripts to cater to students' proficiency levels. Several factors, including the absence of authentic listening material, lack of students concentration.

Using interactive strategies in language learning can significantly; impact listening comprehension skills.it involves the listener in the communication process . it allows the receiver to fully understand the speaker's message and respond to spoken language it also enhance students listening comprehension by increasing encoding of information and it helps the listener to identify the meaning of unfamiliar words and interactive with native speaker.

Recommendations & Suggestions

The results obtained from the questionnaires conducted among EFL university students at the hydrocarbon department indicate that EFL learners encounter difficulties in comprehending listening material in the academic setting. It is imperative to acknowledge and address these issues. Consequently, we aim to propose a set of recommendations to enhance the listening skills and concentration level of second-year LMD students in their classrooms. so based on the findings and the conclusion of the research, there were some suggestions offered.

First, students need to practice regularly and enriched their vocabulary mastery. One of the ways that students could do is utilize authentic materials such as podcasts, interviews and recordings of natural conversations to expose students to real life language usage. They also could learn various accents by doing that. Second, the lecturer should find a good strategy in teaching listening comprehension in order to increase students' enthusiasm in learning listening skill. The lecturer also must be able to create a comfortable and pleasant classroom atmosphere.

2.10. Limitation of the study

The results of this study can be consistent with other studies. The sample was rather small. We were able to apply this research to 30 students at the University of Kasdi Merbah Ouargla, Department of Hydrocarbons, out of 100, to save time and enable us to collect the

required information that was mentioned in this study, and the data collected in this research cannot be matched with other specialties.

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المخلص

يبحث هذا البحث في صعوبات الفهم السمعي التي يواجهها متعلمو اللغة الإنجليزية كلغة أجنبية. الهدف من هذه الدراسة هو تحديد أهم الصعوبات التي تواجه طلبة المحروقات في الاستيعاب السمعي بجامعة قاصدي مرياح ورقلة ومحاولة التغلب عليها. تستخدم هذه الدراسة منهجًا مختلطًا، نوعيًا وكميًا. تم اختيار عينة هادفة مكونة من ستة طلاب من بين 32 طالبًا وإجراء مقابلات معهم. علاوة على ذلك، تم استخدام استبيان مع 30 طالبًا للحصول على مزيد من المعلومات حول صعوبات الفهم السمعي. أظهرت نتيجة هذا البحث أن الصعوبات التي يواجهها الطلاب في الفهم الاستماعي تتعلق بالمادة السمعية، والمستمع، والإعداد المادي. بالإضافة إلى ذلك، فإن العوامل التي تسبب صعوبات لدى المتعلمين في الفهم السمعي هي الاعتماد على الآخرين، واختلافات النطق واللهجات، والكلام السريع، القلق وعدم فهم التعبير الاصطلاحي والعامية وعيب ان اسال المحاضر عن المادة

الكلمات المفتاحية: الفهم السمعي؛ متعلمي اللغة الإنجليزية كلغة أجنبية؛ استبيان؛ النهج الكمي والنوعي

Rèsumè

Cette recherche examine les difficultés de compréhension orale rencontrées par les apprenants de l'anglais comme langue étrangère. L'objectif de cette étude est d'identifier les difficultés les plus importantes auxquelles sont confrontés les étudiants des hydrocarbu en compréhension orale à l'Université de Kasdi-Merbah-Ouargla et tenter de les surmonter. Cette étude utilise une méthode mixte, à la fois qualitative et quantitative. Un échantillon délibéré de six étudiants sur un total de 32 étudiants a été sélectionné et interviewé. De plus, un questionnaire a été utilisé auprès de 30 étudiants pour obtenir plus d'informations sur les difficultés de compréhension orale. Le résultat de cette recherche a montré que les difficultés rencontrées par les étudiants en compréhension orale sont liées au matériel audio, à l'auditeur et au cadre physique. En outre, les facteurs qui causent des difficultés aux apprenants en matière de compréhension orale sont la dépendance à l'égard des autres, les différences d'accent et de prononciation, l'élocution rapide, l'anxiété et le manque de compréhension de l'expression idiomatique et du langage familier et il est honteux d'interroger le conférencier sur le matériel .

Mots-clés :

compréhension orale ; Apprenants de l'anglais comme langue étrangère ; ; Approche quantitative et qualitative

Appendix (a)

Kasdi Merbah Ouargla University

Master's dissertation

Title : Overcoming listening comprehension difficulties

Students' Questionnaire

Dear students :

Our study investigates " the difficulties encountered by EFL learners at hydrocarbons departement (KMUO) while learning listening skill " .

We would be very grateful if you would kindly contribute by filling out this questionnaire that serves our research .

Please put (✓) in the right box

Section one : General information

- 1) I am Male Female
- 2) Age (19_25) (25_30) Over 30

Section two : Listening material

1) Are you capable of comprehending spoken text comprising numerous unfamiliar words, including jargon and idioms ?

YES NO

2) Are complex grammatical structures a hindrance to your listening comprehension?

YES NO

3) Do you struggle to comprehend every word in spoken discourse?

YES NO

4) Do prolonged spoken text disrupt your comprehension ?

YES

NO

5) Is interpreting the meaning of lengthy spoken text challenging for you ?

YES

NO

6) Do you experience fatigue and distraction when listening to extended spoken passages?

YES

NO

7) Is understanding unfamiliar topics in spoken text difficult for you ?

YES

NO

8) Do you find it challenging to understand reduced speech forms ?

YES

NO

9) Do you have difficulty understanding lengthy conversations ?

YES

NO

10) Do you rely on your personal experiences and background knowledge to comprehend spoken text ?

YES

NO

Section 3: The listener

1) Are you concerned about your ability to comprehend spoken text before engaging in listening activities?

YES

NO

2) Do you struggle to understand the pronunciation of words despite their familiarity?

YES

NO

3) Do you actively pay attention to the intonation of speakers during listening exercises?

YES

NO

4) Do you face challenges in identifying transitions or shifts in the speaker's discourse?

YES

NO

5) Do you experience difficulty-maintaining focus when you anticipate an expected response?

YES

NO

6) When confronted with unfamiliar words, do you pause to contemplate their meanings, hindering your ability to continue listening?

YES

NO

7) Is it challenging to infer the meaning of unknown words while simultaneously listening to spoken content?

YES

NO

8) Do you find it challenging to concentrate when attempting to comprehend dialogue while seeking answers at the same time?

YES

NO

Do you find it difficult to concentrate when you are searching for answers and listening to a dialogue at the same time?

YES

NO

10) Do you find it challenging to maintain focus when trying to comprehend the significance of unfamiliar words?

YES

NO

Section 4: The physical setting

1) Are you prone to losing concentration when listening to poor-quality recordings?

YES

NO

2) Do you struggle to comprehend natural speech that is filled with hesitations and pauses?

YES

NO

3) Do you encounter difficulty in understanding the meaning of spoken words without being able to observe the speaker's body language ?

YES

NO

4) Do you face challenges in understanding speakers with various accents ?

YES

NO

5) Do you find it challenging to comprehend when a speaker speaks too quickly ?

YES

NO

6) Do you find it difficult to understand when a speaker does not pause for a sufficient duration ?

YES

NO

7) Do you encounter challenges in understanding if the message is not repeated ?

YES

NO

8) Do you struggle to concentrate in the presence of surrounding noises ?

YES

NO

9) Does unclear audio from a poor-quality CD player interfere with your listening ?

YES

NO

10) Does unclear sound from inadequate equipment interfere with your listening comprehension ?

YES

NO

Appendix (b)

Kasdi Merbah Ouargla University

Master's dissertation

Title : Overcoming listening comprehension difficulties

Students' Interview

Dear students :

Our study investigates " the difficulties encountered by EFL learners at hydrocarbons departement (KMUO) while learning listening skill " .

Please say whether (yes) or (no) to the following questions :

- 1) Do you experience any issues with your hearing ?
- 2) Do you have difficulties comprehending the material due to intellectual limitations or learning disabilities ?
- 3) Do you lack motivation or enthusiasm when it comes to studying and listening ?
- 4) Are you able to maintain focus while listening to the materials ?
- 5) Do you engage in improper study habits when approaching listening material, such as cheating or relying on others for answers ?
- 6) Do you frequently rely on others for assistance when encountering difficult material ?
- 7) Do you feel reluctant to seek clarification on unclear subjects ?
- 8) Are you confident in your abilities ?
- 9) Do you experience emotional disturbances, such as moodiness, irritability, anger, or unhappiness, when learning listening comprehension ?
- 10) Do you believe that the lecturers utilize engaging teaching methods and techniques ?
- 11) Do you encounter technical difficulties with the media and tools used during listening activities ?
- 12) Are the tools and resources provided for learning activities sufficient ?

Tableau 4questions of students' interview

<p>Do you experience any issues with your hearing ?</p>
<p>Do you have difficulties comprehending the material due to intellectual limitations or learning disabilities ?</p>
<p>Do you lack motivation or enthusiasm when it comes to studying and listening ?</p>
<p>Are you able to maintain focus while listening to the materials ?</p>
<p>Do you engage in improper study habits when approaching listening material, such as cheating or relying on others for answers ?</p>
<p>Do you frequently rely on others for assistance when encountering difficult material ?</p>
<p>Do you feel reluctant to seek clarification on unclear subjects ?</p>
<p>Are you confident in your abilities ?</p>

Do you experience emotional disturbances, such as moodiness, irritability, anger, or unhappiness, when learning listening comprehension ?

Do you believe that the lecturers utilize engaging teaching methods and techniques ?

Do you encounter technical difficulties with the media and tools used during listening activities ?

Are the tools and resources provided for learning activities sufficient ?