



**Difficulties that Teachers of English Encounter while  
Teaching Listening Comprehension and their Attitudes  
towards them**

الصعوبات التي يواجهها معلمو اللغة الانجليزية في تدريس الاستيعاب السمعي و  
أراؤهم نحوها

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Requirements for the M.A Degree in English Language and  
Literature**

**Faculty of Arts and Sciences**

**Department of English Language and Literature**

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**June, 2015**

### Authorization

I, *Ayah Isam Al-Rawashedeh* authorize the Middle East University to provide libraries, organizations, and individuals with copies of my thesis when required.

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This thesis "The Difficulties that teachers of English encounter while teaching listening comprehension and their attitudes towards them" was defended and certified on June, 2015.

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## **Dedication**

**I dedicate this thesis to:**

**my beloved father;**

**my brothers and sisters;**

**my friends;**

**my dear uncle Osmat Alrwashdeh;**

**Most of all, I dedicate this work to the only person whose love**

**inspires me to live life to its utmost, my beloved mother.**

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# **The Difficulties that Teachers of English Encounter while Teaching Listening Comprehension and their Attitudes towards them**

**الصعوبات التي يواجهها معلمو اللغة الانجليزية في تدريس الاستيعاب السمعي وآراؤهم نحوها**

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## **Abstract**

This study aimed at investigating the difficulties that encountered teachers of English while teaching listening comprehension and their attitudes towards listening comprehension in Karak schools.

To achieve the objectives of the study, the researcher used two instruments, a teacher's questionnaire and informal interviews. In order to answer the questions of the study:

-What are the difficulties that teachers encounter while teaching listening comprehension?

-What are the teachers' attitudes towards English listening comprehension?

A questionnaire was distributed to 55 participants, and the questionnaire items designed to exploring the difficulties that encountered teachers in teaching listening comprehension. Another convenience sample was used informal interviews. It consisted of seven teachers of English and they answer three questions. The interview questions aimed at exploring the teachers' attitudes towards teaching listening comprehension.

The results revealed regarding the questionnaire that covered three domains. Ratios ranged between low for problems related to teacher's proficiency mean up to 2.81 and medium for problems related to teaching environment mean up to 3.32 and availability of sources and teaching aids mean up to 3.04.

The most important problems that consider to be major obstacle in applying the Listening comprehension skill; number of students in the class, the lack of tools such as CD and tapes which are related to authentic materials, the lack of teachers' motivation towards teaching listening comprehension and lack in teachers proficiency .

The attitudes of teachers towards listening comprehension were very negative, because teachers believe that most of the academic stages do not need to activate this skill, and lack of accessories that came with the curriculum related to listening comprehension skill. As the lack of students'

motivation affect negatively on the teachers motivation in teaching listening comprehension.

There should be special rooms at schools that one equipped well and designed for listening classes and they should be free of sound and conducting further research on the best methods used in teaching listening comprehension are some recommendations that this study suggested.

**Key Words:**

Listening Comprehension, Difficulties, Attitudes.

## الصعوبات التي يواجهها معلمو اللغة الانجليزية في تدريس الاستيعاب السمعي وآراؤهم نحوها

إعداد:

آيه عصام الرواشدة

إشراف:

الدكتورة نورما الزايد

ملخص الدراسة

هدفت هذه الدراسة إلى التعرف على الصعوبات التي يواجهها معلمو اللغة الانجليزية في تدريس الاستيعاب السمعي و آرائهم وتوجهاتهم نحوها في مدارس الكرك ،لتحقيق أهداف الدراسة استخدمت الباحثة أداتين ، الاستبيان والمقابلات غير الرسمية مع المعلمين ، ومن أجل الإجابة عن أسئلة الدراسة: - ما هي الصعوبات التي يواجهها المعلمون في تدريس الاستيعاب السمعي؟

- ما اتجاهات معلمي اللغة الإنجليزية وآرؤهم نحو مهارة الاستيعاب السمعي؟

وقد تم توزيع الاستبيان على 55 مشاركا وهدفت بنود الاستبيان إلى اكتشاف الصعوبات التي يواجهها المعلمون ،بينما تم استخدام المقابلات لقياس مواقف المعلمين واتجاهاتهم نحو تدريس مهارة الاستيعاب السمعي.وقد تم إجراء المقابلات مع 7 معلمين للغة الانجليزية .

كشفت نتائج الاستبيان التي شملت ثلاثة جوانب:المشاكل المتعلقة بفاعلية المعلمين بمتوسط

حسابي يقدر (2.81)، والمتوسط الحسابي للمشاكل المتعلقة ببيئة التدريس (3.32)

و توافر المصادر والبيئة التعليمية بمتوسط حسابي يقدر (3.04).

أهم المشاكل التي تعتبر عقبة رئيسية في تطبيق مهارة الاستيعاب السمعي; عدد الطلاب في الصف، عدم وجود أدوات مثل الأقراص المضغوطة والأشرطة التي تتعلق بالاستيعاب السمعي، عدم وجود دافعية لدى المعلمين نحو تدريس هذه المهارة ونقص في الكفاءة المعلمين.

اتجاهات المدرسين نحو مهارة الاستماع سلبية للغاية، لأن المعلمين يعتقدون أن معظم المراحل الدراسية لا تحتاج لتفعيل هذه المهارة، عدم وجود الملحقات التي تأتي مع المناهج الدراسية المتعلقة بمهارة الاستيعاب السمعي. كما تراجع دافعية الطلاب يؤثر سلبا على دافعية المعلمين في تدريس مهارة الاستماع.

بعض التوصيات التي اقترحت في هذه الدراسة : ينبغي أن يكون هناك غرف خاصة مجهزة بشكل جيد في المدارس ومصممة لدروس الاستيعاب السمعي، و يجب أن تكون خالية من تداخل الاصوات الخارجية، وإجراء المزيد من البحوث حول أفضل الأساليب المستخدمة في تدريس الاستيعاب السمعي.

### **الكلمات المفتاحية :**

الاستيعاب السمعي، الصعوبات، آراء.

## Chapter One

### 1.0 Introduction

#### 1.1 Background of the Study

The English language learning is one of the ABCs of life at the present time and is the most important requirement, especially when it is adopted as a norm in several segmental areas as essential in dealings with other cultures and Knowledge. Learning English as a foreign language has become an inevitable necessity. As a result, English language must be learnt to cope with the new revolution of education. Like in e-learning area for example. Braine (1999) states that English language has been widely used and considered as the universal language. English is very powerful that it has been used when negotiating with very prominent personalities. With regards to worldwide meeting, the language of English is officially the language being used.

We are studying and teaching English in a country where English is consider as a foreign language. So we don't have numerous individuals who speak native English, and we are not familiarized to speaking as well as listening to native English daily.

There are a few variables that make us learn English language to experience in the current time .As a matter of first importance, it has international standard that is the reason why everybody needs to learn English with a specific end goal to contact with international level.

Teaching English as a foreign language (TEFL) has become very popular during the last century and the foundations have been set to this discipline. Teachers face different kinds of problems that make the process slow and rather weak. These problems put teachers in a dilemma in dealing with all the hardship in teaching students for the sake of their future.

There are many studies that have been conducted in both the Arab World and western countries about problems of teaching English, but views vary from here and there. Teaching English in Arab countries encounters many problems that prevent teachers from doing their work sufficiently. One of these difficulties is teaching listening comprehension.

Listening comprehension could be a linguistic and prime skill among the four language skills: Listening, reading, writing and speaking. Teaching listening is thus the starting point in teaching English as a foreign language , it is giving one the basics for establishing a good knowledge for communication .It's also the first skill that deals with child

learning acquisition , child begins there external relations through listening .

White (1988) illustrates that this is of interest today if one considers that listening comprehension is one fundamental half of communicative competence.

Listening is a key to all effective communication, without the ability to listen effectively, the aurally messages are easily misunderstood and communication breaks down and the sender of the aurally message can easily become frustrated. Flaherty (1979) reiterates that "perception is not instantaneous", and that listener is "active processors rather than passive receivers in the stages between presentation of the language stimulus and comprehension p.275"

Listening comprehension has many skills that the teachers should take them into consideration to develop that skill in their students .The foundation of this skill is based on: The accuracy in understanding, remembering, absorption and interaction. Valle (2002) also suggests that creating students' interest in learning English through the use of plays, listen to songs, stories and real life experience, could result in greater students' success and enjoyment in studying English.

Listening is vital in social circumstances. However, it can be urgent in a circumstance where individuals must hear and appreciate what is going ahead around them to survive, for example, emergency.

Listening skills have a wide application. Many of us may find that we use them naturally. Good listening is about 50percent of counseling, and it's also a useful tool with family, friends, work and schools.

Listening skill consider to be very important in rising the academic achievement level of the students .So that the teachers should invest this skill and employ it in the way to become very benefit for students .

Oxford(1990) states in order to teach listening , if ESL students are to survive in the real world , they must develop the ability to cope with the characteristics of the real language: The ordinary, everyday speech spoken in a variety of accents, and replete with ungrammatical reduced, and incomplete forms ,and hesitation ,false starts, repetition ,fillers and pauses, that comprise from one –third to one –half of oral communication in the target language .

The researcher wants to highlight investigating the teacher attitudes towards listening comprehension ,which is very important because it is strongly influences our social thought ,and teachers often engage in activities that allow us to express their attitudes . Teachers' attitudes have

been reported to be the most critical factor for success within teaching language environments. Attitudes help teachers to express control values or beliefs, build and maintain self-esteem.

Bhalla, Jajoo, Kalantri (2002) express teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of the knowledge. The quality of any teaching program cannot rise above the quality of its teachers. A teacher is responsible for influencing a student's learning of the subject.

Attitudes are self-evaluation of any aspect of our social and educational world. Whether it was positive or negative attitudes towards any subject in general or listening comprehension in specific.

This research may help teachers develop the student's ability in listening comprehension and it will clarify the most popular difficulties that teachers encounter while teaching listening comprehension. I concentrate on the difficulties that encounter teachers in Karak schools.

## **1.2 Statement of the Problem**

Teaching English is introduced as mandatory subject in the Jordanian education system from the first to the twelfth grades. There are still some problems encountered in teaching listening comprehension.

Teaching listening by English language teachers is a crucial issue. So, this study will shed light on the challenges that encounter teachers in Karak schools which caused a limitation in teaching this skill as it should be, and examine their attitudes towards teaching this skill.

### **1.3 Objectives of the Study**

The study aims at:

- Investigating the difficulties encountered by teachers in teaching listening comprehension in Karak schools.
- Examining the attitudes of teachers towards teaching listening comprehension.

### **1.4 Questions of the Study**

To achieve the aforementioned objectives, the study tries to answer the following questions:

1. What are the difficulties that teachers encounter while teaching listening comprehension?
2. What are the teachers' attitudes towards teaching English listening comprehension?

### **1.5 Significance of the Study**

The significance of the study stems from the need for this type of research. To the knowledge of the researcher, studies on teaching listening comprehension are not quite sufficient. On the other hand, it may help EFL teachers, and shed light on suggestions to solve some of the difficulties that encounter them when teaching listening comprehension.

### **1.6 Limitations of the Study**

The findings of this study cannot be generalized to the whole population of teachers due to the small numbers of the sample and the instrument that have not been standardized. The results are limited to the interviews and questionnaires that are used in this study.

### **1.7 Limits of the Study**

This study conducted in Karak, during the second semester of academic year 2014 / 2015.

### **1.8 Definition of Terms**

**Listening Comprehension:** Theoretically, according to Morley (1982) demonstrates that listening comprehension consists of more than simply understanding words. It implies an understanding of what speakers mean.

Operationally, it's the skill of understanding or unlocking a message or meaning in flow of speech sound during the process of teaching comprehension by the teachers.

**Difficulties:** Theoretically, Roseburg (1995) defines difficulties, as it always has to do with dissatisfaction about a certain solution.

Operationally, difficulties are challenges and obstacles that teachers of English encounter while teaching listening comprehension.

**Attitudes:** Theoretically, Ajzan (1988) considers attitudes as “a disposition to respond favorably or un favorably to an object, person, institution, or event (p.4)”

Operationally, attitudes refer to the teachers favorable or unfavorable evaluations of the situations carry apposite or negative feelings and views towards teaching comprehension.

## **Chapter Two**

### **Review of Related Literature**

#### **2.0 Introduction**

This chapter comprises two sections; the first is review of theoretical formworks proposed by the major scholars in this field, and the second is a review of some empirical studies that have been conducted on difficulties in teaching comprehension

#### **2.1 Review of Theoretical Literature**

##### **2.1.1 Review of Theoretical Literature Related to Listening Comprehension**

Purdy (1997) defines listening as the active and dynamic process of attending, perceiving, interpreting, remembering, and reacting to the communicated (verbal and nonverbal), needs, concerns, and data offered by other people.

Howatt and Dikin (1974) clarify listening is the ability to identify and comprehend what others saying. This process involves understanding a speaker's pronunciation, grammar, vocabulary and comprehension of meaning.

O'mlley, chamot &kupper (1989) state that the procedure of listening comprehension, once thought to be a passive activity is now generally portrayed as a dynamic interpretive process consisting of a series of complex interactive processing stages that a listener goes through.

Buck (1995) represents listening is further an active process involving hearing, understanding, integrating and responding. Content information is not always clearly stated and a listener often has to determine what the speaker actually means through inference.

Coakley and Wolvin (1988) describe listening comprehension as the process of receiving, attending to, and assigning meaning to aural stimuli. They caution that one-half of oral proficiency is listening, and state that one reason for its relative neglect may be the lack of materials available. Standard tape sets for use with textbooks often rely on familiar repetition. They also mention instructor fatigue in the face of the need for a continual supply of materials to provide input, as well as logistical concerns in obtaining videocassette players, overhead projectors, etc.

Morly (1982) stresses the fact that listening is an active, creative and complex process. She confirms that listening is the most frequently used skill. She explains that the percentages of communicative time are

distributed as follows: around 50% listening, around 25% speaking, around 15% reading and 10% writing.

Backer (1971) clarifies that the following reasons why teaching listening comprehension is important:

*1- Listening is used more frequently than any other form of verbal communication.*

*2- Listening is important to the development of the other skills (Reading, Writing and Speaking).*

*3- Listening is the bedrock for developing communicative competence, improve language usage and help vocabularies.*

*4- Pronunciation of words learned exclusively through listening.*

*5- successful listening helps overcoming linguistic barriers in lectures as in certain subject matter. (p.24)*

Kegler (1956) expresses that:

*The teaching of skills in listening is important and has been accepted for some time. That skill in listening can be improved by Instruction is also accepted, especially by those who have tried various techniques in developing listening abilities in their students. The techniques described here have been worked out in the classroom, and have been found to be useful in developing ability to get main ideas. (p.30)*

Krashen (1985) firmly believes that L2 acquisition parallels that of L1, in which listening precedes production and facilitates inevitable development of accurate speech. He also points out methodologies in which understudies focus first on the production of limited habits 'since students hear only words they know.

Lundsteen (1979) signifies listening comprehension as the skill of understanding or "unlocking" a message or meaning in the flow of speech

sound. Furthermore, he recognized between hearing and listening. Hearing refers to conversion of pressure waves into neural moving to the brain. Listening, on the other hand, includes more conscious activity of the mind than does mere hearing.

White (1988) explains the purpose of all language teaching is communication in the language being taught, whether receptive oral (listening & reading) or productive (speech & writing). The learner must be able to learn the skills of understanding English whether in writing or spoken and express in English whether in writing or in speech. These four skills are the foundation on which language learning is built. If this foundation is strong, then the super structure erected on this will be safe and useful.

Long (1990) investigates language teachers' thoughts on the subject of listening and discovers that while almost all thought that the development of listening comprehension skills was very essential for overall language development only two thirds indicated that they frequently made listening a focus in the classroom. One of her respondents explains that listening exercises were a waste of class time and that should be done outside of the classroom. If one consider, in addition to what theorists say about the importance of listening, that learners report much difficulty in this area it is not easy to see how a

teacher concerned with teaching the spoken language could make such an extreme statement.

Clark and Clark (1977) regard "listening as the building of meanings from sounds. It signifies the mental procedures by which listeners take in the sounds uttered by a speaker and use them to construct an interpretation of what they think the speaker intended to convey"(p43).

Ur (1984) illustrates listening is the first step in the language learning, whether it is the child's mother tongue or an additional language. Before the child is able to speak, read or write in English he must hear it. Student needs to comprehend natural spoken language in lectures, the media (Radio, Cinema, Television), and in face conversations. He also asserts that:

*Learners who have some experience in listening to and understanding a number of different accents are more likely to cope successfully with future ones than those who have only heard one ". He continues: "Many foreign - language learners who are used to the accent of their own teacher are surprised and dismayed when they find they have difficulty understanding someone else (p. 20).*

Dyson (1980) states that with radio broadcast materials, subjects are represented to variety of voices, which the teacher cannot do in the classroom. Presenting the students to the maximum amount of language

possible, the second-language teacher can train them to practice and to be acclimated to the English language.

Anderson (1995) states the neglect of listening is not difficult to understand if one views it historically in the earliest schools the ear held precedence over the eye. Listening was the primary means of learning with the invention of printing nearly four centuries ago. It slowly gave way to reading as a medium of education. For more than three centuries thereafter the ' world "became increasingly print minded, and the major method of learning was visual. For generations, thereafter, literacy has been measured in terms of reading, not listening. How in less than a quarter of a century, new mass media of oral communication have returned to the ear some of its former preeminence neither teachers nor students were prepared to meet this shift in emphasis" (p.328)

Richards (2008) states that there are three related levels of processing which he terms 'propositional identification', interpretation of illocutionary force 'and 'activation of real world knowledge '. He expresses listening comprehension is the traditional way of thinking about the natural listening .Indeed, in most methodology manuals listening and listening comprehension are synonymous. This view of listening is based on the assumption that the main function of listening in

second language learning is to facilitate understanding of spoken discourse.

Strickland (1964) describes for teachers the order of development of the language arts in the elementary school pupil, including the urgency of developing minimal listening and speaking capability prior to the use of the written symbol form of the language if viable results were to be secured.

Smidt & Hegelheimer (2010) make clear that technological materials could directly affect listening instruction in the classroom. It is imperative that they are implemented through a strategy-based approach so that listening can be enhanced. However, providing technologically advanced materials to language classrooms may not be enough to ensure that they are being used effectively; just like teachers, students may also have to be instructed on how to optimally use them in class activities.

Vanasco (1994) explains "as it applies to listening, the use of both visual and verbal modes may include the use of top-down processing through the use of schematic knowledge that the learner would already have. And he also points out how both visual and verbal cues may cooperate to help learners comprehend what is being listened. The use of visual cues may also be directly connected with making aural input more comprehensible to second language students"(p.15).

Jones and Plass (2002) identify the use of audio materials such as cassette tapes and recordings from the internet are perhaps the most traditional technological materials used to enhance listening comprehension. One of the potential benefits that accompanies technological materials is the added use of visual aids such as pictures and videos; however, the use of audio language compact disks and the advent of internet podcasts have kept the role of audio-only materials in play when it comes to listening instruction. Having students predict outcomes and using prior knowledge appear to be good pre-listening activities that teachers can use to help students along with any listening task. In fact, when students do not have much schematic knowledge about a certain topic, the scaffolding of pre-listening activities using metacognitive strategies potentially becomes more important.

Jones (1983) states that "factors such as the use of sight, sound, and text are three features thought to be used in various technological materials that could potentially help learners enhance their listening skills. It has been thought that with continuing innovations in technology, listening tasks may become "more multisensory and interactive" (p. 406).

Steil (1980) says that students only listen to about half of what the teacher says and understand half of that and remember even less. He further states that listening is a learned behavior and teachers spend

almost no time in teaching children how to listen because teachers have not been taught how to listen.

Graham (2006) construes English language learners (ELLs) reported that listening comprehension is the most difficult language skill to learn. Therefore, it seems essential to further research the listening process and to develop a better understanding about which types of strategies teachers should use to facilitate the listening comprehension.

Rivers (1983) notes that: "Listening is creative process. We are receiving linguistic input as we listen, but from what we extract from the stream of sound and from the situation, we are creating a message" (p. 122). He also states that we hear what we expect to hear.

Duker (1972) points to the fact that listening is the first and may be the most important of the four language skills. He maintains that conscious teaching of listening has lagged far behind other communication skills.

Ledo (1985) expounds developing listening comprehension competence is a corner stone for completion of the communication cycle and hence reaching the goal of the communicative competence. Communication has become a vital recourse in the modern world .Indeed,

understanding languages constitute the major means of communication. Much communication would hardly be possible without listening.

Whitaker (2011) consequently, states that "special and general education teachers are facing the challenge of providing services in general education classrooms that were historically provided in two different educational settings. Terms like integration, mainstreaming, and, eventually, inclusion have been used to describe this educational movement". (p. 15).

Gilman and Moody (1984) propose that the teacher should use authentic materials in implementing listening comprehension training at advanced level and with students at the beginning and intermediate levels

## **2.1.2 Review of Theoretical Literature related to Teachers**

### **Attitudes:**

Brownell (2005) states that attitude plays a key role in your ability to listen well. Unless you believe that listening is essential for your development, it will be difficult to devote the necessary energy to improving your competence. In addition, effective listening requires an attitude of openness and interest in other.

Gardner (1985) explains that attitude is an evaluative response to some referent of attitude object, inferred on the basis of the individual's beliefs or opinions about the referent.

Byrnes (1984) also proposes that listening comprehension precedes production in all cases of language learning. Moreover, Byrnes asserts that there can be no production unless linguistic input is provided gets to be comprehensible admission intake for the listener.

Field (1998) presents "an advantage of introducing authentic materials at an early stage of language learning is to help students become familiar with the target language .The use of authentic materials in ESL teaching and learning appears to be worthwhile ".(p.20)

Brown (1994) adds : "Attitudes, like all aspects of the development of cognition and affect in human beings , develop early in childhood and are the result of parents 'and peers 'attitudes contact with people who are different in any number of ways , and interacting affective factors in the human experience ".(p.168)

Rogers and Medley (1988) recommend that students have to experience the language as it is used for real communication among native speakers. This can be done through the use of aural authentic materials in the language classroom.

Eagly and Chaiken (1993) define an attitude as a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor. Though it is sometimes common to define an attitude as affect towards an object, affect (discrete emotions or overall arousal) is generally understood to be distinct from attitude as a measure of favorability.

Cook (2000) states that positive attitudes ease the learning process and help to gain insight into the language learning and teaching process. Kelman and Hovland (1953) find that subjects who heard a speaker with neutral prestige recalled significantly more factual material than those who heard speakers with negative or positive prestige.

## **2.2 Empirical Studies**

### **2.2.1 Review of Empirical studies Related to listening comprehension.**

Studies related to listening comprehension were discussed by Ally (1988), Goh (1999), Wang (1999) and Elkhafafi (2008).

Ally (1988) conducted a study which aimed to compare two different methods of teaching comprehension. One method used songs as listening text while the other method used narrative and dialogues. The data were collected by experimental method, the sample of the study was 45 first year randomly high school Spanish students divided into two groups. One group (experimental) heard the listening text in the form of song.

The other groups (control) listening text in form of short narrative or dialogue .Both groups took weekly test as well as comprehensive exam at the end of the period. Also both group completed a questionnaire which assessed their subjective reaction to the materials and procedures employed in the study. The findings of the study were mixed. Students from the experimental group performed better on the unit tests given at the end of each week lesson. There was no significant difference in the performance of the control and experimental group students on the comprehensive test given at the end of the period.

However , significant differences were found between performance of two treatment group scored higher on the comprehensive test than did the non treatment group .Finally ,students from the control group generally had more positive reaction to the material and procedures used in the listening comprehension instruction .However ,both groups found the instruction to be beneficial to their comprehension of spoken Spanish.

Goh (1999) conducted a study about a cognitive perspective on the comprehension problems of second language listeners. He did this by identifying real- time listening difficulties faced by a group of English as a second language (ESL) learners and examining these difficulties within the three- phase modal of language comprehension. Data were collected from learners' self reports through the procedures of the learner diaries,

small group interviews and immediate retrospective verbalizations .His explanation demonstrated 10 problems which occurred during the cognitive processing of perception, parsing and utilization. Five problems were linked towards recognition and attention failure during perceptual processing .There were also problems related to incident parsing and failure to utilize the mental representation of parsing input . The results of the comparison between two groups of learners with different listening abilities showed some similarities in the difficulties experienced, but low ability listeners had more problems with low –level processing. In the last part of the study, he highlighted the benefits of researching real –time cognitive constraints during listening and obtaining data through learners' introspection and over some practical suggestions for helping learners become better listeners.

Wang (1999) researched the effects of a modified curriculum for the English listening comprehension course ,to investigate whether the modified curriculum results in a significant improvement in student's listening comprehension ,and to determine whether students were motivated to increase listening comprehension ability as a result of the new listening activities .The sample of the study was an experimental and a control groups , randomly assigned , received either the modified or

the traditional curriculum at Tamsui Oxford University College (TOUC) in Taiwan over a fourteen week period of time .

A Michigan listening comprehension post-test was used to determine the differences in achievement between the two groups. A final examination was conducted to compare the two groups' achievement and to determine whether the goal of increasing listening comprehension achievement by using a modifying curriculum was met. Subjects completed two questionnaires, one common from prior class and another unique form for each group at the end of instruction. Frequency distribution ,chi-square ,t-test for independent samples and analysis of covariance were used to analyze the data .The finding displayed that there were no significant differences in students' attitudes and interest in English listening comprehension between those who were taught with an English listening modified curriculum compared with those students who were taught with a traditional curriculum.

The results also displayed that there was a difference in the final examination with the control group taught using the traditional curriculum scoring higher than the experimental group taught using the modified curriculum for performance in English listening comprehension, but there was no difference in scores on the Michigan listening comprehension test. In addition, it was found that learning attitudes and

motivation influence students' learning. This researcher discusses the English listening comprehension problems of university.

Elkhafiafi (2008) conducted a study which aimed to investigate the effect of prelistening activities and repeated listening exposure on listening comprehension scores of Arab students. The data were collected from participants completed a prelistening activity (vocabulary preview or question preview) or a distracter activity (Arabic verb conjugation), listened to an Arabic listening passage, and took a listening comprehension test. Participants listened to the passage again and repeated the test. The results showed that the students who completed either prelistening activity scored higher than those who completed the distracter activity. Participants who received the question preview did better than those who received the vocabulary preview. All participants' scores improved after the second exposure to the listening passage. These results suggested that while certain prelistening activities have a positive impact on student scores on tests of listening comprehension, repeated exposure to the passage is a better predictor of improved performance.

### **2.2.2 Empirical Studies Related to Attitudes of Teachers**

Studies that deal with attitudes of teachers towards listening comprehension have been discussed by Bouziri (2000), Thanajaro (2000), Weili (2008), Kavaliauskiene and Anusiene (2009), William and Dennis

(2011) and Hasan and Hoon (2012).

Bouziri (2000) conducted a study which aimed to understand the listening teachers' attitudes towards teaching of listening at the tertiary level .An eclectic methodology was adopted based on quantitative and qualitative analyses as well as on the triangulation of several research instruments.

The disclosure of the data indicates a product approach reflected in term of three tendencies: the listening for speaking, the listening to develop listening skills, and the listening to understand.

Thanajaro (2000) conducted a study which aimed to investigate the influences of aural authentic materials on listening ability in students of English as a second language. The secondary purposes of the study were to identify the learning strategies used by ESL students experiencing authentic listening texts and to determine the influences of authentic materials on ESL students' attitudes towards learning English. ESL students attending the High Intermediate Academic Listening and Vocabulary Development class at a language training center participated in this study. The sources of data for this descriptive study included interviews, questionnaires, and class observation. Analysis of the interviews and the self-evaluation questionnaire showed that the use of authentic materials in this ESL classroom helped increase students' comfort level and their self-confidence to listen to the target language.

Analysis of the class observation and the learning strategy questionnaire revealed that ESL students usually paid attention when someone was speaking English. Students also relied on outside sources such as dictionaries, or other people such as relatives to understand unfamiliar words. Finally, analysis of the class observation and the interview with students revealed that the use of aural authentic materials in ESL classroom had a positive effect on ESL students' motivation to learn the language. Recommendations are offered to ease learners' frustration that resulted from the use of unfamiliar vocabulary and the speed of authentic speech.

Weili (2008) conducted a study which aimed to discover students' attitudes towards the listening subtest. The findings were taken from 293 second and third year non-English majors through questionnaires showed that there are positive effects in terms of students' attitudes toward the subtest's necessity, scientific design, its subjective and objective test formats, reliability, scoring criteria and its weighting among the total score. Negative wash back effects manifest themselves in terms of students' attitudes towards the subtest's difficulties.

Kavaliauskiene and Anusiene (2009) this paper investigated learners perceptions of online listening to podcasts .The sample of the study was from Mykolas Romeris University ,Lithuania .Most of the participants (76%) reveled positive attitudes to the techniques of

developing listening skills using podcasts .

William & Dennis (2011) assessed the teacher attitudes towards, and knowledge of, beginning reading practices that have been demonstrated to prevent reading failure. The results of a survey of 549 kindergarten and first grade teachers' designed to. The findings indicate that for children at risk, teachers display more positive attitudes toward explicit reading approaches that embody the teaching of phonemic awareness and phonics. The implications of these results for teacher training and future research are discussed.

Hasan and Hoon (2012) conducted a study which aimed to investigate the ESL students' perceptions and attitudes towards the use of podcasts in terms of developing their listening competence. Perceptions and attitudes towards podcasts have been examined through a survey questionnaire. The vast majority of the respondents stated that they enjoyed using podcast and that it had stimulated their interest in learning English. They also acknowledged that the use of podcasts could help improve their language skills particularly listening.

## **Summary**

Having reviewed the previous theoretical literature and empirical studies related to the study , the researcher concludes that the difficulties that teachers of English encounter while teaching listening

comprehension and their attitudes towards it in schools vary from one teacher to another according to the place and type of education which is highly affected by a large number of factors and different kinds of circumstances which in turn result in a unique set of finding for each teacher that has been investigated .

The literature reviewed in this chapter has helped the researcher in developing methodology in Chapter Three, presenting the results in Chapter Four and discussing the findings in Chapter Five.

## **Chapter Three**

### **Methodology and Procedures**

#### **3.0 Introduction**

This chapter clarifies the methodology used in this study. It also explains the population, sample, instruments, reports their validity and reliability. Finally, it explains the design, data collection, data analysis and procedures of the study.

#### **3.1 Method of the Study**

A quantitative (quasi-experimental) method is used in collecting and analyzing data for this study.

#### **3.2 Population and Sample of the Study**

The population of the current study consisted of all teachers of English in Karak schools. A sample of 55 teachers was chosen randomly. The demographic background about the respondents' included data such as gender, age, level of education. The demographic characteristics of the teachers' samples are shown in Table (1).

**Table (1): Teachers' Demographic Background**

Age	20-29	10
	30-39	20
	40-45	15
	50-59	7
	More than 60	3
Gender	Female	31
	Male	24
Educational Background	Diploma	7
	B.A	31
	M.A	16
	Ph.D	1
Years of Experience	Less than 5 years	10
	5-10 years	11
	10-15 years	14
	More than 15 years	20

### **3.3 Instruments of the Study**

Two instruments were used in this study. The first is a questionnaire; the second is informal interviews with teachers.

#### **3.3.1 Teachers' Questionnaire**

The questionnaire (Appendix B, p. 68) is the first instrument which was used by the researcher to collect data. The researcher designed a questionnaire which was designed specifically to meet the needs of the current study. The questionnaire was pretested before it was administered to the sample. It was written in both English and Arabic, with a cover letter that explained the objectives of the research.

The questionnaire was designed to provide information needed in order to answer the first question of the study.

This section consisted of three domains related to the difficulties that teacher of English encounter while teaching listening comprehension and their attitudes towards it. The first domain titled "problems related to the proficiency of teachers (8) items were listed. the second domain was concerned with the problems related to "teaching learning environment "it aimed at finding the main problems that face teachers regarding the educational environment( 9 ) related items were listed . The third domain of the questionnaire "aimed at exploring the problems related to

availability of resources and teaching aids. It contained (6) relevant statements.

The teachers had to choose according to Lickert Scale to each statement in the questionnaire, and each answer had its own score .Scoring is illustrated in table (2)

**Table (2)**

**Scores of the Teachers' Questionnaire Answers**

Answers	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Score	1	2	3	4	5

The teachers questionnaire was measured according the quantitative method, the measurement of the degree were (high, medium, low) according to the following:

1-Low: If the mean of the statement is around (2.33 or less).

2- Medium: If the mean of the statement is around (2.34 – 3.66).

3-High: If the mean of the statement is around (3.67 or above).

### **3.3.2 Informal Interviews with Teachers**

The researcher used this instrument because it is considered one of the most important techniques in collecting qualitative data. To illustrate,

a major advantage of the interview is that the researcher can get more information that the questionnaire may not provide.

The researcher conducted the interviews herself by making appointments with the interviewees. The interviews were recorded and transcribed. All the appointments sat in advance and conducted in the same centers .The researcher introduced herself and explain the purpose of the interview in order to alleviate the tension of the participants and gain their trust. Moreover ,this type of interview gave the researcher the chance to ask further questions to observe the interviewees' expression and feelings while answering the questions, as they gave instant answers rather than think of what the researcher wanted to hear .(Bell,2003).

The researcher started interviewing 7 teachers informally by asking them "open- ended questions".

1. What is your opinion about teaching listening comprehension in the academic stage that you are teaching it?
2. What are the factors that make you enjoy while teaching listening comprehension?
3. What are the suggested solutions to help your students become good listeners and to overcome the negative attitudes?

After each interviewing session, the researcher transcribed the interview in order to be analyzed. Such instrument gave the researcher a clear idea of the validity of results obtained through the questionnaire.

### **3.4 Validity of the Instruments**

To attain the validity of the instruments, the researcher asked a panel of experts (Appendix A, p.65 & B, p.68) to examine the items in both the questionnaire and the interviews for purpose of finding out whether it is suitable and appropriate.

The jurors were asked to check the phrasing, suitability and consistency of the questionnaire items and the suitability of the interviews questions. Some comments and suggestions were received and slight changes on the questionnaire were made accordingly. For instance, one of the jurors suggested extra items for the questionnaire and his suggestion was taken into account. No significant change was required concerning the major sections and items of the questionnaire, but most comments dealt with corrections of some words and phrases.

### **3.5 Reliability of the Instruments**

The questionnaire reliability was determined by means of test-retest. The researcher asked more respondents, who were not part of the sample to answer the questionnaire before repeated it after two weeks to find out if the instrument is reliable. In addition, Cronbach Alpha was used to test the reliability of scale and alpha was (0.82) which is a reliable result.

### **3.6 Data Collection and Statistical Analysis**

The researcher collected the data by means of the questionnaire and interviews, analyzed data in terms of frequencies and percentages, then displayed them in tables as follows:

- The researcher entered responses to questions by using *Excel sheets*.
- Results were illustrated in tables each table described a certain topic with a title, numbers and description of the higher and lower rates.
- Descriptive statistical analysis was presented in term of frequencies and percentages.

### **3.7 Procedures of the Study**

The researcher went through the following steps in conducting this research:

- 1-Reviewing several theoretical and empirical studies and a number of previous studies selected to the problems encounter teaching listening comprehension.
- 2- Determining the objectives, questions to fulfill study goals.
- 3- Identifying the population and the sample of the study.
- 4- Preparing questionnaire and interviews and sent them to a panel of experts specialized in applied linguistics and teaching English methods to achieve their validity.
- 5- Getting a letter of permission from Middle East University to facilitate the researcher's task.

6-Piloting the questionnaire to some participants who are not part of the sample, to determine the validity of the questionnaire.

7- Conducting interviews with the selected samples to answer the questions of the study.

8- Presenting results of the questionnaire in percentages in tabular forms, whereas the descriptive style was followed in presenting the result of the interview.

9- Discussing the findings with reference to the studies mentioned in literature review.

10- Writing recommendations and suggestions for further studies.

11- Listing the references according to APA system.

## **Chapter Four**

### **The Result of the Study**

#### **4.0 Introduction**

This Chapter presents and discusses the analysis and results which investigate the difficulties that teachers of English encounter in teaching listening comprehension, and examining the teachers' attitudes towards teaching listening comprehension.

The study questions and their results are presented in two ways: The first question showed below in a tabular form and calculated in percentages while the second question presented as an analysis of informal interviews with teachers.

The research questions are:

1. What are the difficulties that teachers' encounter while teaching listening comprehension?
  
2. What are the teachers' attitudes towards teaching English listening comprehension?

## 4.1 Data Analysis Related to Question One

The First Question of this Study is:

"What are the difficulties that teachers encounter while teaching listening comprehension?"

The answer to this question investigated by three domains:

- 1) Problems related to the proficiency of teachers.
- 2) Problems that face teachers regarding the educational environment.
- 3) The problems related to availability of resources and teaching aids.

Results of this question are retrieved by means of questionnaire and the semi-structured interviews.

### **The Questionnaire**

The respondents were asked to choose among choices which indicate their degree of agreement or disagreement on the given statements.

Table (3) below shows the percentages of the viability about the most important ratios for the first domain related to "problems related to teachers' proficiency".

**Table (3)**  
**Problems Related to Teachers Proficiency**  
**(Averages and Standard Deviations)**

NO	Statements	Mean	The standard deviation	Level
1	Taking any training course in listening is not important.	4.18	1.11	High
2	Watching listening comprehension courses form the internet will not add anything to my experience in teaching.	3.10	1.30	Medium
3	Teachers are not motivated in teaching listening comprehension.	2.87	.96	Medium
4	Methods of teaching listening comprehension are too difficult	2.71	.975	Medium
5	My experience in teaching listening comprehension is not enough.	2.67	1.23	Medium
6	Problems relating to listening comprehension difficult to solve.	2.67	1.24803	Medium
7	Teaching listening comprehension does not require special knowledge or effort.	2.18	1.25	Low
8	Methods and strategies relating to listening comprehension are essential and necessary.	2.1	.911	Low
<b>Overall mean</b>		<b>2.81</b>	<b>.516</b>	Medium

The results in Table (3) above show that the means ranged between (2.1 - 4.18). The results indicate that the highest was for "Taking any training course in listening is not important", with mean of ( 4.18) and standard deviation of (1.11), while the lowest was for " Methods and strategies relating to listening comprehension are essential and necessary", with mean of (2.18) and standard deviation of (.911) .The second lowest mean was for " Teaching listening comprehension does not require special knowledge or effort", with mean of( 2.18) and standard deviation of (1.25).

Results indicate that the medium ranges state for "watching listening comprehension courses from the internet will not add anything to my experience in teaching", "Teachers are not motivated in teaching listening comprehension", "Methods of teaching listening comprehension are too difficult", "My experience in teaching listening comprehension is not enough", and " Problems relating to listening comprehension difficult to solve", with the mean range between (3.10-2.67).

As for the feedback from the teachers themselves, results indicate that the descending order of the problems according to their relative importance from the viewpoint of the sample as follows: Methods and strategies relating to listening comprehension are essential and necessary,

teachers are not motivated in teaching listening comprehension, problems relating to listening comprehension difficult to solve, methods of teaching listening comprehension are too difficult, my experience in teaching listening comprehension is not enough and teaching listening comprehension does not require special knowledge.

Table (4) below shows the most important ratios closely related to the second domains of analysis problems that face teachers regarding the educational environment.

**Table (4)****Problems Related to Teaching Environment****(Averages and Standard Deviations)**

<b>NO</b>	<b>Statements</b>	<b>Mean</b>	<b>The standard deviation</b>	<b>Level</b>
1	Electricity supplies are not available	4.25	.95	High
2	There are not well-equipped rooms to teach listening skill at School.	4.20	1.04	High
3	The classroom is uncomfortable and disturbing.	3.96	1.20	High
4	The classroom is unprepared to teach listening skills.	3.83	.98	High
5	Distractions (Visual & auditory) are not minimized.	3.42	1.32	Medium
6	Other skills of the language are more important than listening comprehension.	2.95	1.54	Medium
7	Using media (TV, Radio ...ect.)Is not useful in teaching listening	2.82	1.25	Medium
8	Integrating technology into my teaching is not significant for listening skill.	2.51	1.15	Medium
9	The number of students in classes is suitable.	1.91	1.01	Low
<b>Overall mean</b>		<b>3.32</b>	<b>0.59</b>	Medium

It can be noticed from Table (4), which is related to "Teaching learning environment". The highest rank was for "Electricity supplies are not available", with a mean of (4.25) and standard deviation of (.95). The second highest rank was for, "There are not well-equipped rooms to teach listening skill at School", with a mean of (4.20) and standard deviation (1.04). The third highest level was "The classroom is uncomfortable and disturbing" with mean of (3.96) and standard deviation (1.20), the fourth highest level was for "The classroom is unprepared to teach listening skills", with a mean of (3.84) and standard deviation of (.98).

The results indicate the lowest level was for "The number of students in classes is suitable", with mean of (1.91) and standard deviation of (1.01).

The results indicate the medium levels were for, "Distractions (Visual & auditory) are not minimized", "Other skills of the language are more important than listening comprehension", "Using media (TV, Radio ...ect.)Is not useful in teaching listening" and "Integrating technology into my teaching is not significant for listening skill". The mean rang between (3.42-2.51).

As for the feedback from the teachers, the results indicate that the descending order of the problems as follows: The classroom is uncomfortable and disturbing, the classroom is unprepared to teach

listening skills, there are not well-equipped rooms to teach listening skill at School, distractions (Visual & auditory) are not minimized, electricity supplies are not available, the number of students in classes is suitable, integrating technology into my teaching is not significant for listening skill and other skills of the language are more important than listening comprehension.

Table (5) displays the results that are related to the last domain about the problems related to availability of "resources and teaching aids".

**Table (5)**

**"Problems Related to Availability of Resources and Teaching Aids" (Averages and Standard Deviations)**

<b>NO</b>	<b>Statements</b>	<b>Mean</b>	<b>The standard deviation</b>	<b>Level</b>
1	Teacher's book is invaluable in providing methods of teaching listening comprehension.	3.64	1.27	Medium
2	Textbooks and teacher's books do not provide or least suggest a framework of activities which are integrated with listening comprehension	3.24	1.43	Medium
3	Textbooks and teacher's book do not have guides for teachers throughout their teaching listening comprehension.	2.99	1.35	Medium
4	Lack of tools (such as CDs, cassatas...etc.) that are used to activate listening skill.	2.95	1.16	Medium
5	Authentic listening materials input are not available.	2.89	1.15	Medium
6	Textbooks material do not provide enough listening exercises	2.53	0.99	Medium
<b>Overall mean</b>		<b>3.04</b>	<b>0.95</b>	Medium

Table (5) above shows, all the items were taken medium levels: "Teacher's book is invaluable in providing methods of teaching listening comprehension", "Textbooks and teacher's books do not provide or at least suggest a framework of activities which are integrated with listening comprehension", "Textbooks and teacher's book do not have guides for teachers throughout their teaching listening comprehension", "Lack of tools (such as CDs, cassettes...etc.) that are used to activate listening skill", "Authentic listening materials input are not available" and "Textbooks material do not provide enough listening comprehension exercises". With overall mean (**3.04**) and overall standard deviation (**0.95**).

With respect to the input from the teachers, the descending orders for the problems are as follows: Authentic listening materials input may not available, lack of tools (such as CDs, cassettes ...etc.) that are used to activate listening skill, teacher's book is invaluable in providing methods of teaching listening comprehension, textbook materials do not provides enough listening exercises, teacher's books do not provide or at least suggest a framework of activities which are integrated with listening comprehension, textbooks and teacher's book do not have guides for teachers throughout their teaching listening comprehension.

### **4.1.1 The Answer to the First Question:**

Previous tables indicate that there are many problems faced by teachers of English language in teaching listening comprehension, such as the lack of training courses and strategies in teaching listening skill for teachers.

Results retrieved from the questionnaire proved the availability of several problems related to teachers' proficiency, educational environment and recourses and teaching aids. The most significant problems are the lack of proficiency, and the need for more training courses. Additionally, other problems related to the educational environment, the most significant problems are also the large number of the students' in class, the high sound distractions, the lack of rich libraries, resources, teaching aids, supporting material and audio-visual teaching facilities such as English labs.

Teachers need to update the teaching methods and try to make listening comprehension lessons livelier so that students would enjoy listening comprehension lessons. In addition, they should try teaching differently using visual and aural aids such as charts, pictures, flash cards, television, radio, sliders, film strips and any other useful aids for a more effective teaching process.

Finally, teaching should divide the lesson in a way that gives enough time for each skill during the week.

## **4.2 Data Analysis Related to Question Two**

### **Informal Interview**

To measure the results for the second question of the study "What are the teachers' attitudes towards teaching listening comprehension?"

The researcher made interviews with seven teachers and asked them three questions (Appendix C, p. 74)

- 1) What is your opinion about teaching listening comprehension in the academic stage that you are teaching it?
- 2) What are the factors that make you enjoy while teaching listening comprehension?
- 3) What are the suggested solutions to help your students become good listeners and overcome the negative attitudes?

The researcher selected the teachers sample to cover different academic stages: kindergarten, primary, secondary, 11<sup>th</sup> and 12<sup>th</sup> grades.

Four females teachers and three males were chosen from five public schools and one private school: 1) Ghuwair Secondary School for Boys  
2) Karak Primary School for Girls 3) Jaafari Secondary Vocational

School for Girls ) Almashhad School and Kindergarten 5) Ay Secondary School for Boys.

They hold BA and MA degrees in English Language and Literature and Applied Linguistics. Their age ranged between (25-40 years).

The first interviewee explained that listening comprehension is a very important skill and it considers being the basic of EFL learning. He also stated that the diversity of the curriculum topics leading him to enjoy while teaching this skill. He thinks that students should try to act what she/he heard to help them to become better in listening comprehension skill.

The second interviewee emphasized her opinion about listening comprehension that listening is very essential in kindergarten stage .Most of children's cannot write or speak well. So, they completely depend on listening in order to learn the language.

She also stated that using songs as listening material is very enjoyable and children's interact with audio materials more than writing on the board.

The third interviewee elaborated that listening comprehension is really an important skill and it is like a gate for taking information about English language, but most of students not take this skill seriously when

they learn the language. Because they found the listening exercises are difficult to understand, and that effect on his motivation towards teaching this skill. He prefers to stress his teaching on reading and writing skills rather than listening or speaking.

Similarly, the fourth interviewee, is teaching 11<sup>th</sup> and 12<sup>th</sup> grades, proposed that listening comprehension is neglected in this stage and he doesn't teach it anymore. He added the focusing are more on reading and writing skills, because this skills are equipped to pass Altawjihi exam, Altawjihi exam doesn't contain any questions to assess students in listening comprehension, and for the student he said this skill has no benefits, and it will not add anything to student's knowledge and it will waste students' time.

The fifth interviewee stated that listening comprehension is a very interesting skill and she reported that ' as teachers, we should encourage students motivation towards listening skill ".She also said listening skill develops naturally among students and we must pay attention to it ,and direct it on the right way. Furthermore, she thinks listening is an easy skill to teach by helping students to pick up new language items and apply this naturally, simply by being exposed to the listening text. She explains that the most important factor to enjoy listening comprehension is using visual aids when she teaches listening. Visual aids empowering

students' imagination to support their learning and effect positively on their achievements.

The sixth interviewee mentioned that effective teaching for listening comprehension needs skillful, creative, experience and delightful teacher who has the ability to introduce listening comprehension in a very entertaining way. And she thinks students' proficiency in English does not improve after being taught listening. She explained that listening comprehension is the main endurance to learn English. Without good and effective listening, we cannot speak, read or even write well. However, as a teacher of English, she said there are not any specific methods or accurate strategies to follow while teaching listening. These matters cause confusion when giving listening comprehension exercises.

Finally, the seventh interviewee said "my opinion is that listening comprehension should be widely used in teaching English listening comprehension because it is a major skill". The way that this skill is given should be full of entertainment, and teachers should use varieties of teaching methods, but most of teachers are not professional to focus only on his voice, gives monotonous paragraphs which make students feeling bored and not getting the potential benefits of this skill.

### **4.2.1 The Answer to the Second Question:**

The analysis of the interviews results shows that four teachers have negative attitudes towards teaching listening comprehension, because there are several obstacles such as the lack of teacher's motivation, the academic level of the students, the number of students in class, the lack of authentic materials and there are not any methods of teaching listening comprehension to follow.

Teachers need to take a non-punitive approach and structure lessons that are varied, vivid and interesting. Teachers need to select a wide range of materials to increase listening content besides using textbooks.

## Chapter Five

### Discussion, Conclusion and Recommendation

#### 5.0 Introduction

This chapter presents conclusion and short discussion of findings of two research questions. It represents the results with light of reviewed literature. The chapter also ends with recommendations for future research.

#### 5.1 Discussion of the Findings of Question One:

*-What are the difficulties that teachers of English encountered while teaching listening comprehension?*

In the light of findings of the study, results show that there are real problems encountering listening comprehension at both public and private schools in Karak. Statistical data and analyzing point of view indicate that there are significant differences in the responses of teachers with regard to the problems that encounter teaching listening comprehension.

Results related to the first domain of the questionnaire which is concerned with the " teachers' proficiency "prove that the majority of the respondents agree that they need more training courses on teaching

listening comprehension, not providing the teachers with sufficient and newly adapted training courses may allow them stick to old teaching methods that lead negatively to weakness of students .

Results selected to the second domain of the questionnaire which is concerned with "educational environment" prove that the majority of the respondents agree that many of Al-Karak schools have electricity problems which limit the teachers to use the needed tools (Cassette, Vide, tape ...etc), and there are not well-equipped rooms or laboratories in schools specially designed for applying listening comprehension exercises. The results agree with Thanajaro (2000) said that special and general education teachers are facing challenge of providing services in general classrooms.

In addition, results related to last domain of the questionnaire which is concerned with "availability of the resources and teaching aids" prove that the majority of the respondents agree that teachers' book and text books with accessories are not invaluable in providing methods of teaching listening comprehension or suggest a framework of activities which are integrated with listening comprehension. These results agree with Wang (1999) and Jones (2008) who stated that student were motivated to increase listening comprehension their ability in listening comprehension as a result of the new listening activities.

Finally, results related to multimedia such as (TV, Internet, Radio and Technology in general) in teaching listening comprehension have positive affection for teachers when teaching listening comprehension. These results agree with Brown (1994) who explained that the listening material may be provided by teacher's speech or by films, recording, radio or television. The material should be so related to classroom activities that listening will be meaningful and enjoyable.

## **5.2 Discussion of the Findings of Question Two:**

*-What are the teachers' attitudes towards teaching listening comprehension?*

As for the second research question which seek the teachers' attitudes towards teaching listening comprehension. Results show that there are many factors affect on teachers' attitudes towards listening comprehension:

Firstly, the diversity of using methods of teaching , tools such as (cassettes, videos tapes and pictures) and use authentic materials in teaching listening comprehension. Whenever there are varied of teaching methods and tools, the teachers desire to teach listening comprehension increase. The usage of aural and visual authentic text in the second language listening class is become effective in ESL students' ability to

become more interactive with the native accents related to authentic materials. This conform with Thanajaro(2000)who stressed that the use of authentic materials in ESL teaching and learning and using different tools and methods to teach listening comprehension appears to be worthwhile.

Secondly, trying new things in the classroom in order to make classroom activities that related to listening comprehension more interesting for the students. These encourage students to learn English language through listening comprehension. This affects the teacher's motivation towards teaching listening skill in a positive way.

Highly skillful, creative and delightful these are qualities of a good teacher to teach listening comprehension. The teacher must be innovate and use new and multiple ways to introduce listening comprehension in a very interesting way. Whenever the teachers love to teach listening comprehension teachers attitudes become highly positive and that affect the students' achievements in learning English language. This agrees with Williiam &Dennis (2011), state that teachers' personality in attitudinal sense has great impact on student's achievements.

In the interviews, English language teachers believe that listening comprehension is a very important skill in teaching and learning English language. Teacher's qualifications, teaching experience, attended training

courses in teaching strategies and methodology related to listening comprehension, friendly and flexible. They believe that they can be as successful as any other English language teacher regardless of the problems that they encounter in teaching listening skill. If they keep in touch with the latest ideas and courses related to their teaching profession, read more about English, pursue higher education, this would make them as efficient as native English language teachers and may be better.

### **5.3 Conclusion**

It was proven that there are many problems in teaching listening comprehension in schools.

First, problems related to the proficiency of teachers. Teachers need more training courses that indicates their lack of experience. The concentration on teaching other skills leads to deviation from the main goal of teaching listening comprehension.

Second, problems that face teachers regarding the educational environment and the availability of resources and teaching aids are connected to the high number of students' in class and the lack of rich libraries, resources, teaching aids, supporting materials and audio-visual teaching facilities such as English lab.

## **5.4 Recommendations and Suggestions for Future Research**

On the basis of the results of this study, the researcher proposes a number of points to be taken into consideration by other researchers:

1. Conducting more studies that are interested in developing the curricula of teaching English , bearing in mind the standards and conceptions that the study has reached when preparing these curricula and concerning listening comprehension.
2. The Ministry of Education should provide training courses to pre-service teachers.
3. Conducting further research on the best methods used in teaching listening comprehension.
4. Designing textbooks that focus on all language skills such as listening, speaking, writing and reading.
5. Further studies on the teacher's motivation to teach listening comprehension.
6. Number of students in classes should be lessened.
7. There should be special rooms at schools that are equipped well and designed for listening classes and they should be free of sound destructions.

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## Appendix A

### Middle East University Panel of Experts and Validation Letters

<i>Name</i>	<i>Rank</i>	<i>specialization</i>	<i>Place of work</i>
Prof.Zkaria Abu Hamdeih	Professor	Applied linguistic	MEU
Prof. Ibrahim Abu Shehab	Associate Professor	Applied linguistic	Al-Zaytoneh University
Dr.Majed Abdallteef	Assistant Professor	(Socio Linguistic)	MEU

Dear Professor and Supervisor,

I am currently in the process of determining the face and content validity of the instruments ,which I am going to use for collecting data for my M.A thesis on titled (**Difficulties that Encounter Teachers of English while Teaching Listening Comprehension and their Attitudes towards them**) . I truly appreciate your comments as an expert who will help in determining the face and content validity of the questionnaire to measure the difficulties that teachers encounter while teaching listening comprehension.

I am grateful to you for the time you will take in commenting on the following questions:

Q1-Are the questions in the instrument related to the topic under investigation namely, **Difficulties that Encounter Teachers of English while Teaching Listening Comprehension?**

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Q2-Does the instrument measure what it is supposed to measure?

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Q3-Are the items clear and their language appropriate?

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-Please feel free to make any additional suggestions:

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Thank you again for your assistance in this matter.

Sincerely,

Ayah Isam Alrawashdeh

M.A Student /MEU

جامعة الشرق الأوسط  
كلية الآداب / قسم اللغة الانجليزية وآدابها

---

اسم المحكم: \_\_\_\_\_

الرتبة العلمية: \_\_\_\_\_

التخصص: \_\_\_\_\_

المؤسسة التي يعمل بها: \_\_\_\_\_

تحية طيبة وبعد،

أنا الباحثة آيه عصام الرواشدة ، من جامعة الشرق الأوسط ، يسرني إبلاغكم بأن مشرفتي الدكتورة نورما الزايد قد زكت اسم حضرتكم لتكون أحد المحكمين لأداة البحث(الاستبانة ) للرسالة ذات العنوان :

الصعوبات التي يواجهها معلمو اللغة الانجليزية في تدريس مهارة الاستماع وآراؤهم نحوها. و تهدف الأداة المرفقة إلى الإجابة عن السؤال التالي:

ما الصعوبات التي يواجهها معلمو اللغة الانجليزية في تدريس مهارة الاستماع ؟ راجية مراجعة هذه الاستبانة الموجهة إلى المعلم و تبحث في عدد من المحاور، وهي:

- 1-المشاكل المتعلقة بكفاءة المعلمين .
- 2-المشاكل المتعلقة في بيئة التعلم والتعليم
- 3-المشاكل المتعلقة بتوفر الوسائل وتدريب مهارة الاستماع

راجية من حضرتكم تزويدي بملاحظاتكم، توصياتكم على محتواها وهل هي مناسبة لتقيس ما صممت لقياسه.

مع جزيل الشكر والامتنان  
الباحثة:آيه عصام الرواشدة

## Appendix B

### **Teacher's Questionnaire**

Dear participant,

I am, Ayah Isam Alrawashdeh, a graduate student at Middle East University in Amman-Jordan. I am conducting a study which is a partial requirement for obtaining the Master's degree in English Language and Literature.

I would like to express my gratitude in advance for taking the time in filling out the attached questionnaire which investigates "Difficulties that teachers of English encounter while teaching listening comprehension and their attitudes towards it" .

I am interested only in obtaining the needed information that helps me in finding valid answers for the current study .

Sincerely,

Ayah Isam Alrawashdeh

M.A Student /MEU

## **Part 1**

### **Demographic data:**

#### **-Age:**

- 1) 20-29
- 2) 30-39
- 3) 40-45
- 4) 50 -59
- 5) More than 60

#### **-Gender:**

- 1) Female
- 2) Male

#### **-Educational Background**

- 1) Diploma
- 2) B.A
- 3) M.A
- 4)PhD

#### **-Years of Experience:**

- 1) Less than 5 years
- 2) 5-10 years
- 3) 10-15 years
- 4) More than 15 years

## Part 2

No	Paragraph	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<b>1- Problems related to proficiency of teachers</b>						
1	<b>Taking any training course in listening is not important.</b>					
2	<b>Watching listening comprehension courses form the internet will not add anything to my experience in teaching.</b>					
3	<b>Teachers are not motivated in teaching listening comprehension.</b>					
4	<b>Methods of teaching listening comprehension are too difficult.</b>					
5	<b>My experience in teaching listening comprehension is not enough.</b>					
6	<b>Problems relating to listening comprehension difficult to solve.</b>					
7	<b>Teaching listening comprehension does not require special knowledge or effort.</b>					

No	Paragraph	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
8	<b>Methods and strategies relating to listening comprehension are essential and necessary.</b>					
<b>2- Problems related to teaching learning environment</b>						
1	<b>Electricity supplies are not available.</b>					
2	<b>There are not well-equipped rooms to teach listening skill at school.</b>					
3	<b>The classroom is uncomfortable and disturbing.</b>					
4	<b>The classroom is unprepared to teach listening skills.</b>					
5	<b>Distractions (Visual &amp; auditory) are not minimized.</b>					
6	<b>Other skills of the language are more important than listening comprehension.</b>					
7	<b>Using media (TV, Radio ...ect.)is not useful in teaching listening.</b>					

No	Paragraph	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
8	Integrating technology into my teaching is not significant for listening skill.					
9	The number of students in classes is suitable.					
<b>3-Problems related to availability of sources and teaching listening comprehension</b>						
1	Teacher's book is invaluable in providing methods of teaching listening comprehension.					
2	Textbooks and teacher's books do not provide or at least suggest a framework of activities which are integrated with listening comprehension.					
3	Textbooks and teacher's book do not have guides for teachers throughout their teaching listening comprehension.					
4	Lack of tools (such as CDs, cassettes ...etc.) that are used to activate listening skill.					

<b>No</b>	<b>Paragraph</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
5	<b>Authentic listening materials input are not available.</b>					
6	<b>Textbooks materials do not provide enough listening exercises.</b>					

## Appendix C

### Teachers' Interview Questions

1) What is your opinion about teaching listening comprehension in the academic stage that you are teaching it?

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2) What are the factors that make you enjoy while teaching listening comprehension?

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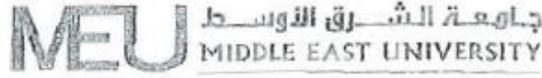
4) What are the suggested solutions to help your students to become a good listener and to overcome the negative attitudes?

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5)

## Appendix D



كلية الآداب والعلوم  
Faculty of Arts & Sciences

الرقم: ك.أ.ع. / 16 / 14  
التاريخ: 2015/04/18

إلى من يهمه الأمر

تحية تهنئة ومودة

أرجو التكرم بإجراء ما يلزم لتسهيل مهمة الطالبة أبة عصام دنانة المرشدة ورقمها الجامعي (401316174) ماجستير لغة الإنجليزية وآدابها في جامعة الشرق الأوسط ، لتطبيق الأداة المعدة للبحث المنهجي (المصدرية) التي يولجها معلمو اللغة الإنجليزية في تدريس مهارة الاستماع وأرقام واتصالاتهم لحررها) الذي سيتم تطويره على (مجلس اللغة الإنجليزية بالترك) بإشراف الدكتورة نورما زايد .

وتفضلوا بقبول فائق الاحترام والتقدير

د. محمد ليشن كلابين

د. محمد ليشن كلابين

مستقر

- السيد الخارجي  
- مكتب الرئيس

