

Listening comprehensions problems and strategies used by intermediate efl learners

Ehsan Namaziandost^{1*}, Sheida Ahmadi², Mohammad Hossein Keshmirshakan³

1 PhD Student, Department of English, Faculty of Humanities, Shahrekord Branch, Islamic Azad University, Shahrekord, Iran

2 M.A Student State University of Malayer, Hamedan, Iran

3 University Lecturer, Department of English, Faculty of humanities, Yazd University, Yazd, Iran

ARTICLE INFORMATION

Received : 2019/03/6
Received in revised: 2019/05/25
Accepted : 2019/06/01
Available online : 2019/08/22
DOI:

KEYWORDS

Cognitive strategies
Listening comprehension problems
Listening strategies
Meta-cognitive strategies
Socio-affective strategies

ABSTRACT

This quantitative study checked listening comprehension problems and strategies use among Iranian intermediate EFL learners. Moreover, it investigated the relationship between the participants' listening problems and strategy use. More importantly, the listening problems included input, context, listener, process, affect and task problems while the listening strategies comprised of cognitive, meta-cognitive and socio-affective strategies. A questionnaire was used to get data from 60 randomly chosen Iranian intermediate EFL learners in private language institute of Hamedan. The results indicated that the learners suffered from input and affect listening comprehension problems. Meta-cognitive strategy was the main listening strategy utilized. The relationship between listening problems and strategy used among the learners was significantly negative and meager, $r = -.196$, $p < .05$. The outcomes totally insinuate that it is paramount for teachers of a second language to be aware of the various listening problems that are among listeners so as to enable them to use the proper strategies.

Introduction

Preliminaries

In second language learning, listening skills are viewed so momentous since they are central to get a language. Language input is acquired through listening. Acquisition happens only when students acquire adequate conceivable input (Krashen, Terrell, Ehrman, & Herzog, 1984). Listening assumes a vital part in language classrooms as it gives input for listeners (Rost, 1994). Individuals achieve language through comprehending the linguistic data they experience (Krashen, 1985). Thus, language is gained mostly through accepting understandable information and listening capacity is the basic constituent in achieving unequivocal language input. Any sort of learning containing language learning verily cannot happen without understanding sources of inputs and comprehending. Accordingly listening is a basic language ability, and in that capacity, it justifies a basic significance among the other language skill territories for L2 students. Hasan (2000) affirmed that "listening comprehension conveys the

* Corresponding author

privilege conditions for language accomplishment and improvement of other language abilities" (p.138). In this way, listening is vital and necessary not only as a responsive language ability but also as an instrument required for the advancement of spoken language capacity.

More significantly, listening in English is a dynamic ability expecting listeners to manage an assortment of entangled errands, for example, segregating amongst sounds and deciphering stress and intonation. Listeners utilize an assortment of intellectual procedures to offer significance to the data they listen to. These mental stages can be extensively depicted as listening comprehension strategies. As demonstrated by Song (2008), listeners regularly don't deal with listening tasks in an effectual way using these strategies effectively. They don't know about listening strategies. Chamot (2005) claim that less prosperous language learners do not have the knowledge required to choose suitable strategies. Goh (2000) underscored the significance of these strategies by discussing that learners' awareness is identified with efficacious learning in all learning settings. Taguchi (2005) considered the particular situation of L2 listening and assert that strategies have a straightforward and affirmative effect on listening execution. Osada (2004), and Sharma (2007) additionally showed that one of the particular highlights separating prosperous listeners from failed ones is their utilization of listening comprehension strategies and they defended the opinion that analyzing the role of these strategies in L2 listening assists listeners to acquire the listening task more successfully.

Notwithstanding the quickly developing assortment of research on the different parts of L2 listening, few investigations have concentrated on distinguishing listening issues among the second language students (e.g. Chen, 2013; Hamouda, 2012). Most schools, as guaranteed by Hamouda (2012), centered on grammar and vocabulary instead of listening. Moreover, these examinations explored listening issues from one viewpoint, that is, as an issue. Therefore, this research moves one additional stage by endeavoring to examine listening problems in connection to listening strategies. What's more, there is minimal thought about the connection between these factors among Iranian EFL students.

Objectives and significance of the study

The main objective of the study is to check listening comprehension problems and strategies used among Iranian intermediate EFL learners. Examining the relationship between listening problems and strategy usage among Iranian intermediate EFL learners is the final objective of the current study.

The knowledge got from this exploration has suggestions for language instructors, materials developers, and different specialists in the zone of language learning and appraisal. Having a full comprehension of the challenge students experience amid the three stages of comprehension (Anderson, 1985) and the manners by which they rise above them can enable teachers to tailor their guideline to the specific needs of their students or adjust materials in ways that encourage input processing to improve perception. Moreover, the study is vital as it might assist: Students, as strategic knowledge is necessary to untangle troubles in listening. If students learn the strategies independent from anyone else through disclosure strategies, they will secure a more dynamic way to deal with critical thinking that might be summed up to different sorts of listening tasks.

Instructors, as adding learning to the procedures prompting listening perception in the foreign language could help educators to investigate what listening involves. After the investigation of the procedure, educators can manage students in the utilization of elective strategies for listening. Consequently, these processes and strategies may give bits of knowledge to instructors to utilize in planning the listening segments of their projects. On the other hand, expanding categorization of the strategies utilized by capable listeners could enable the instructors to utilize these strategies to enhance the listening propensities for poor audience members.

Research questions

This study is an attempt to answer the following research question:

RQ 1. What are the listening problems of Iranian intermediate EFL learners?

RQ 2. Is there any significant relationship between the listening problems and strategy usage among Iranian intermediate EFL learners?

Review of the Literature*Theoretical backgrounds**Listening processing*

The listening process is the continuous manufacturing of description to the spoken information, and thus the ability to regulate the interpretation to reply new data is specifically fundamental in the L2/FL listening (Buck, 2001; Namaziandost, Sabzevari, Hashemifardnia, 2018). First language listeners may process the listening input naturally without much cognizant consideration regarding word-by-word input. Contrarily, most L2/FL audience members need to intentionally decipher the subtle elements and develop the significance of the listening input; comprehension usually breaks down easily principally because of audience members' constrained working memory and semantic learning (Namaziandost, Hafezian, & Shafiee, 2018). Subsequently, it is essential to think about the complex intellectual process in L2/FL listening guideline, and more intercession is fundamental in helping audience members to accomplish effective comprehension. In light of this commence, this examination takes the intellectual processing point of view as the primary hypothetical reason for inspecting the L2/FL listening process. The most generally recognized data processing model in the listening procedure is presumably drawn from Anderson's (1985, 2000) three-phase comprehension model observation, parsing and usage every one of which is interrelated, recursive and covering. This model has presumably been the overwhelming worldview received in the listening procedure; for instance, it has been connected in numerous studies focuses on the utilization of listening strategies at various stages (Goh, 2000; Namaziandost, Sabzevari, Hashemifardnia, 2018). Besides, Rost's (2002) listening preparing periods of deciphering, grasping, and translating additionally give an extensive comprehension of how audience members process decoding, understanding, and explaining the numerous levels of learning to respond to the suitable reactions to approaching data. This may consolidate the qualities of straight advances and parallel processing, with both bottom-up and top-down processing communicating at the same time.

There are two directions to approach listening input, bottom-up and top-down processing. Anderson and Lynch (1988) depicted bottom-up processing as "audience as recording device" that includes an unraveling or content-based process and top-down as "audience as dynamic model manufacturer" that includes a learning-based process. However, the issue of whether there is more bottom-up or top-down processing to understand input among listeners of various capability levels has engrossed conflicting perspectives in different examinations (Namaziandost, Hafezian, & Shafiee, 2018; Tsui & Fullilove, 1998). It is proposed that effective listening perception depends on the mix of and the harmony between both bottom-up and top-down strategies (Flowerdew & Miller, 2005), while the nature of that balance may fluctuate based on various diverse variables (e.g., the content, assignment, speaker, audience and information preparing factors). Therefore, it is basic to test these variables and recognize conceivable issues students may experience amid their input processing, with the goal of assisting students locate the most ideal approaches to tackle these obstructions and reach understanding effectively.

Listening problems

As listening comprehension is a complex progressing process which includes the communication of different elements, numerous students think that it's hard to understand

spoken input and have little familiarity with why that happens. A few examinations additionally clear up the L2/FL listening issues experienced by audience members. For instance, Flowerdew and Miller (1996) explored EFL students' issues in listening to scholastic addresses. The issues revealed by students incorporated the quick speed of conveyance, new wording and ideas, troubles in concentrating, and issues identified with the physical condition. Goh (2000) analyzed ongoing listening issues of ESL students inside Anderson's (1985) three-stage model of language understanding – discernment, parsing and use. Most issues revealed by students were related with perceptual (low-level) processing, for example, word acknowledgment and care unsuccessfulness, while moderately couple of issues were connected to wasteful parsing and disappointment in usage (abnormal state processing). Goh (2000) additionally called attention to that less capable listeners have more issues with low-level processing. In the meantime, Hasan (2000) explored how Arabic EFL students saw their issues in listening. In spite of the fact that a scope of listening issues pertinent to the elements of task, content, speaker and audience were recognized, the most frequently revealed issues were constrained to content factors or bottom-up processing, for example, quick discourse rate and new vocabulary. More recently, in Graham's (2006) research, the major listening issues stated by foreign language learners were identified with quick conveyance of content leading to failure in distinguishing and identifying words in a flow of input. From these investigations, despite the fact that having recognized a scope of listening issues identified with components of content, assignment, speaker and audience, it can be noticed that the most usually distinguished issues are quick discourse rate and new words apparent by students. Generalizing from the consequences of these investigations, there appears to be an inclination for most students to erroneously accept or accuse their listening troubles for outer elements of content or errand, as opposed to interior factors, for example, students' tension, background information, language capability or their methods for processing listening. Even though the reported problems were related to listener factors or process factors they were generally restricted to the lower level processing troubles, for example, problems in recognizing words they know and chunking flows of speech and surveillance. This may suggest that most students have constrained information of their methods for managing listening information and little consciousness of the real issues happening amid their internet processing.

The use of strategies for listening comprehension

In the process of learning English as a foreign language, the listening ability is viewed as one of the hardest language skills to be promoted because when learners have a listening exercise, they need to confront numerous challenges to comprehend the message totally. As indicated by Buck (2001) there are various challenges which can be gone up against in listening assignments, for example, obscure vocabulary, new points, quick discourse rate and new or distinctive accents. As it can be seen, students need to confront these challenges each day in each errand in the classroom. Students complete a listening action; however, they don't comprehend the distinctive elocutions or accents from the speakers. For instance, numerous individuals who originate from various nations communicate in English as their second language, however they have a specific English pronunciation affected by their first language, which is hard for individuals to emulate or to comprehend. Additionally, when learners are associated with a listening exercise and they can't comprehend the importance of a few words, they stop the action, lose the concentration and the progression of the action. Consequently, learners can't complete the listening assignment on time. Additionally, it is harder to finish the listening movement when students don't have earlier learning about the subject since all the data is absolutely obscure to them. The students lose time endeavoring to finish the data of the assignment. But, among every one of the troubles that have been said previously, there is one that causes more effect in English Foreign Language students, it is the quick discourse rate. At

the point when learners are engaged with a listening errand, in most of the cases, they require the speaker to talk slowly, and the instructor plays the sound material more than once. It is important and significant that students figure out how to accomplish the improvement of the listening perception ability to secure the new language and to comprehend the message totally. The utilization of listening strategies is useful to expand the listening appreciation skill; the students conquer every one of their troubles to comprehend. In order to get better, the students must additionally learn and hold data.

Experimental backgrounds

Mahmoud Ghoneim (2013) emphasized on the problems which students face when listening to the English language, the mental processes they actuate in listening comprehension, and the strategies they utilize in various stages of comprehension. Moreover, it tried to reveal whether there were any discrepancies among advanced and intermediate learners in their utilization of the listening strategies. Data was gathered applying the "think aloud" technique in which students (4th year English majors, Faculty of Education, Menoufia University) were asked to state any issue they encounter within a listening comprehension activity and show what they were thinking to dissolve the trouble. The results showed that advanced and intermediate participants faced the similar problems with various percentages, and activated three groups of processes. The advanced group students utilized top down strategies more than the intermediate ones.

In the context of EFL learning, Nowrouzi, Tam, Nimehchisalem, and Zareian (2014) carried out a research on 100 Iranian learners, who were at tertiary level. A questionnaire designed by Nowrouzi, et al. (2014) was utilized as a tool for data collection. The instrument, which is called Listening Strategy Use Questionnaire (LSUQ), categorizes listening strategies into cognitive, metacognitive, and socio-affective categories. Nowrouzi et al. (2014) understood that on average the learners stated low levels of self-perceived usage of cognitive, metacognitive, and socio-affective strategies. This study shows that there is a distance in applying efficient strategies in learning or teaching listening.

Similarly, Nowrouzi, Tam, Zareian, and Nimehchisalem (2015) investigated one hundred EFL students on their listening problems. Three groups of listening comprehension problems namely, parsing, utilization, and perceptions were found that students experienced moderate to high levels of difficulty.

Yaseen Rajab and Nimehchisalem (2016) investigated listening comprehension problems and strategies usage among Kurdish EFL undergraduates. Through a survey, a questionnaire was applied to get data from 165 randomly chosen undergraduates in Iraqi-Kurdistan universities. The results revealed that the learners suffered from input and context listening comprehension problems. Meta-cognitive strategy was the main listening strategy applied. The relationship between listening problems and strategy use among the learners was remarkably negative and negligible, $r = -.186$, $p < .05$.

Method

participants

This study used a quantitative method. A cross-sectional survey design was utilized to portray the attributes that exist within the research group. The study was performed in a private language institute in Ahvaz, Iran. The participants ($n = 60$) were randomly chosen. They were all native speakers of Persian who learn English as a foreign language. They were mostly all female students. As for their age, the respondents ranged between 17, 18, and 19 and above. Their level of English language proficiency was determined on the basis of their scores on the Oxford Quick Placement Test (OQPT).

Instruments

The instrument utilized in this research was a structured questionnaire. The questionnaire contained inquiries which acclimated with the goals of the research while giving responses to the research questions. The questionnaire was produced fundamentally utilizing measures that have been utilized and approved by other exact examinations.

The first instrument was a Questionnaire of Beliefs on English Language Listening Comprehension Problems (Q-BELLP) (Lotfi, 2012), which was developed to distinguish listening comprehension problems among Iranian EFL learners. The reliability of the Questionnaire was measured utilizing the Cronbach's alpha coefficient. The reliability calculated was 0.895, which demonstrates a satisfactory internal consistency. The second instrument was Listening Strategies Use Questionnaire (LSUQ) by Noroozi, Nimehchisalem, and Zareian (2014), which was created to distinguish listening comprehension strategies among Iranian EFL learners. The Cronbach's alpha value of internal reliability of the instrument was 0.864 which is acceptable.

Data collection and analysis

To conduct the present study, the researcher attended a private language institute in Hamedan and administrated the OQPT to students to determine their level of English proficiency. The researcher selected 60 intermediate students. Then, the chosen participants answered Q-BELLP and LSUQ. The needed data were gathered by executing the mentioned questionnaires to the students after filling the ethical permission which contained asking clearance from the students' institution and the students' own consent. It usually took 30 minutes for the learners to fill the questionnaires. After the questionnaires had been aggregated, they were put in SPSS (Version 25), which was applied to analyze the data utilizing descriptive and inferential statistical methods. For the first research question, descriptive statistical methods, such as mean, frequency and percentage were used to investigate the problems that Iranian intermediate EFL learners have in listening comprehension. moreover, Pearson correlation coefficient test was run to check relationship between listening problems and listening strategy use scores.

Results and Discussion

The results have been presented in this part following the order of the research questions.

Beliefs on english language listening comprehension

To answer What are the listening problems of Iranian intermediate EFL learners? The mean and standard deviation for all items and also for the entire subscales were computed. This part tried to investigate the Beliefs on English Language Listening Comprehension among learners. This scale includes six sub-categories named process, input, listener, task, affect and context problems. It must be mentioned that the respondents' levels for all these subscales were studied in terms of 5 Likert scales ranging from never to always. Since each choice in this Likert-scale questionnaire had been assigned a value (*Always* = 5, *Usually* = 4, *Sometimes* = 3, *Seldom* = 2, and *Never* = 1), the mean score of each questionnaire item was compared with the average score of the choices (i.e. 3.00). Hence, if the mean score of a questionnaire subscale was less than 3.00, the respondents tended to disagree with that statement. On the contrary, a mean score above 3.00 indicated the respondents' inclination to concur or agree with that subscale. Table 1 reveals that the total means related to input (M=3.035) and Affect subscales (M=3.006) were higher than the means of others.

Table 1. Descriptive Statistics for Related Items to Process, Input, Listener, Task, Affect and Context Problems Subscale

Subscales	Items	Mean
Process	1. Before listening, it is difficult for me to predict from the visuals what I will hear.	2.756
	2. It is difficult for me to relate what I hear with something from an earlier part of the listening text.	2.799
	3. While listening, I have problems making meaningful personal associations with the new information.	2.894
	4. During listening, I have difficulty checking whether I correctly understand the meaning of the whole chunks of the listening text.	3.040
	5. I have difficulty with finding out what the main purpose of the listening task I am going to do is.	2.706
	6. When I listen to texts in English, I experience difficulty with listening for the main idea of the text.	2.804
	7. I find it challenging to focus on the text when I have trouble understanding.	3.048
	8. While listening, I find it difficult to guess the meaning of unknown words by linking them to known words.	2.985
	9. I find it difficult to make a mental summary of information gained through listening.	2.703
	10. While listening, I have difficulty to check my understanding of the text based on what I already know about the topic.	2.790
	11. I find it difficult to use the context to guess those parts of a listening text that I cannot hear clearly.	3.009
	12. After listening, I find it difficult to evaluate the overall accuracy of my comprehension.	2.814
Total		2.862
Listener	13. When thinking about meaning of unfamiliar words, I neglect the next part of the listening text.	2.798
	14. I am slow to recall the meaning of words that sound familiar.	2.890
	15. I find it difficult to quickly remember words or phrases I have just heard.	2.810
	16. During listening, although some words sound familiar, it is difficult for me to recall their meaning immediately.	2.980
	17. When I hear the new words, I forget the content which was mentioned before.	2.760
	18. I lose the flow of speech because I concentrate very hard on understanding every word or phrase I hear.	2.860
	19. I find it difficult to remember the meaning of a long listening text.	3.090
	20. I find it difficult to really concentrate on listening.	2.830
	21. I have difficulty comprehending the listening text because I don't know which strategy to use while listening.	2.770
	22. I have difficulty understanding a listening text because I cannot understand every single word I hear.	2.790
Total		2.857
Task	23. I find it difficult to do listening tasks, such as filling a grid, for which I need to draw on specific information from the text.	2.961
	24. I find it difficult to do listening tasks for which I need to combine information to make generalization while listening to the text.	2.880
	25. I find it difficult to answer Wh-questions in a listening task.	2.635
Total		2.825
Input	26. I find it difficult to understand listening texts in which there are too many unfamiliar words.	3.070
	27. I find it difficult to understand the meaning of words which are not pronounced clearly.	3.010
	28. I find it difficult to understand listening texts which have difficult grammatical structures.	2.982
	29. I find it difficult to understand well when speakers speak too fast.	3.008
	30. Unfamiliar stress and intonation patterns of English interfere with my listening comprehension.	2.951

	31. I find it difficult to understand the listening text when speakers speak with varied accents.	2.999
	32. I find it difficult to understand the listening text when the speaker does not pause long enough.	3.005
	33. I find it difficult to interpret the meaning of a long listening text.	2.998
	34. I have difficulty understanding speakers with unfamiliar accents.	3.009
Total		3.035
	35. I stop listening when I have problems in understanding a listening text.	3.006
	36. If I don't arrive at a total comprehension of an oral text, I feel disappointed.	3.053
	37. I find it difficult to reduce my anxiety before doing the listening task.	2.956
Affect	38. Before doing listening comprehension tasks, I fear that I cannot understand what I will hear.	3.010
Total		3.006
	39. Unclear sounds resulting from a poor-quality CD-player interfere with my listening comprehension.	2.896
Context	40. Unclear sounds resulting from poor acoustic conditions of the classroom interfere with my listening comprehension.	2.849
Total		2.872

*Mean values 1-2.4 (low), 2.5-2.8 (moderate); and 2.9-3.1 (high) level

Considering the process problems items, the maximum mean value was related for “I find it challenging to focus on the text when I have trouble understanding.” (M=3.048) pursue by “While listening, I find it difficult to guess the meaning of unknown words by linking them to known words.” (M=3.009) and the bottommost mean belongs for “I find it difficult to make a mental summary of information gained through listening” with M= 2.703. So, it can be concluded that the major turbulence faced when learning a new language is concentrating on a text when there is problem in comprehending the given text.

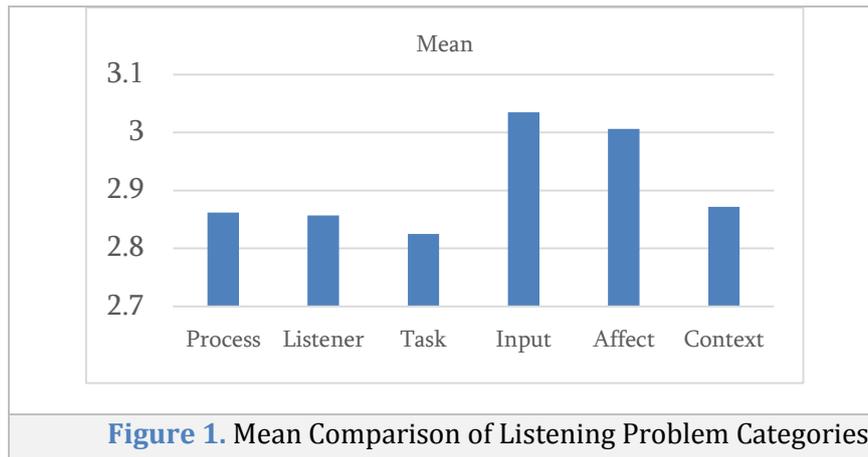
With regard to listener problem, the greatest mean belongs to “I find it difficult to remember the meaning of a long listening text” (M=3.090) tracked by “During listening, although some words sound familiar, it is difficult for me to recall their meaning immediately.” (M=2.980). The finding indicated that students consider it problematic reminiscing the meaning of a long listening text.

In the Task problem sub-dimension, highest (M=2.961) and lowest (M=2.635) mean belongs to “I find it difficult to do listening tasks, such as filling a grid, for which I need to draw on specific information from the text.” and “I find it difficult to answer Wh-questions in a listening task”, respectively.

Another vital sub-category of listening problems was Input. Considering the means related to the items of this sub-category, it can be observed that students considered most of the items problematic; however, the item “I find it difficult to understand listening texts in which there are too many unfamiliar words” received the highest mean (M=3.070). The lowest mean of this sub-category, was related to the item “Unfamiliar stress and intonation patterns of English interfere with my listening comprehension” (M=2.951).

All three items of Affect sub-dimension were problematic for the participants. However, if one looks at the Table 1, it can be easily observed that the highest mean (M=3.053) belongs to “If I don't arrive at a total comprehension of an oral text, I feel disappointed”. Moreover, the item “I find it difficult to reduce my anxiety before doing the listening task” received the lowest mean (M=2.956).

The last subcategory of listening comprehension problems checked in this research is context problem which consisted of two items, and both items had a mean of nearly 2.80 which indicates that the level of this subscale among the learners is not salient. The utmost envisaged context problem as observed in Table 1 is “unclear sounds which interfere with listening comprehension” (M=2.896). Figure 1 clearly indicates the mean of participants in all of Listening Problem Categories



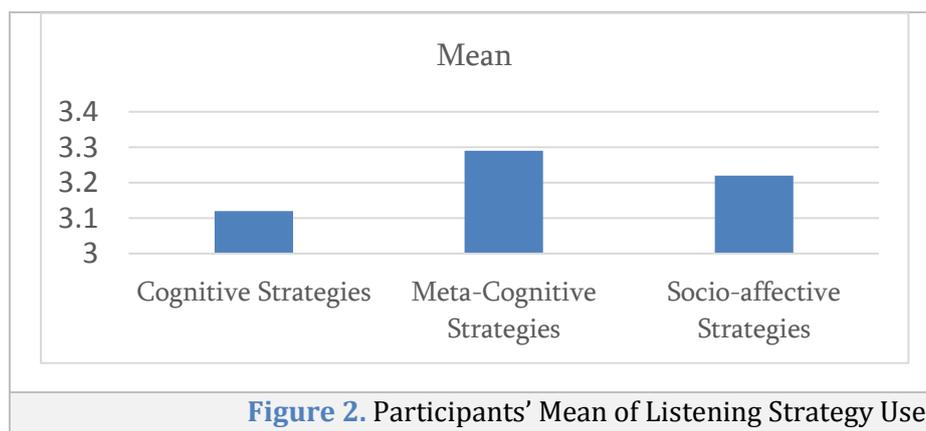
Listening comprehension strategies

There are 32 items in LSUQ that the participants were requested to answer regarding a five-point Likert scale (ranging from 1= “strongly agree” to 5= “strongly disagree”). These indexes assess three categories namely cognitive strategies, meta-cognitive strategies and socio-affective strategies. The greatest total mean is related to meta-cognitive strategies (M=3.26) pursued by socio-affective strategies (M=3.24) and the last and total mean belongs to cognitive strategies (M=3.13). Results of the study demonstrated that the utmost utilized listening strategy by Iranian intermediate EFL learners is meta-cognitive strategies (Table 2).

Table 2. A Summary of EFL Learners’ Levels of Listening Strategy Use

Strategies	Mean
Cognitive Strategies	3.12
Meta-Cognitive Strategies	3.29
Socio-affective Strategies	3.22

Figure 2, illustrates the mean of participants’ Listening Strategy Use. As it can be easily observed, the highest mean belongs to Meta- Cognitive Strategies followed by Socio-affective Strategies.



4.3. Relationship between Listening Strategies and Listening Problems

Pearson correlation coefficient was run to check the intensity of the relationship among listening problems.

Table 3. Correlation Coefficients for the Relationships between Listening Strategies and Listening Problems

		Cognitive	Meta-Cognitive	Socio-affective
Pearson Correlation	Process Problems	-.196*	-.2	.069
	Input Problems	.049	0.138	.112
	Listener Problems	-.136	-.131	-.015
	Task Problems	-.073	-.149	-.085
	Affect Problems	-.192*	-.130	-.086
	Context Problems	-.046*	-.02*	.139

As the Table 3 shows, both positive and negative relationships between listening problems and listening strategies could be observed. According to Guilford's (1973), correlation coefficients ranging between zero and 0.20 are considered as insignificant. Accordingly, all the coefficients showed insignificant relationships. Process and affect problems dimensions were the only subscales which were significantly correlated with the cognitive strategy. These relationships were negative meager. These outcomes revealed that by augmenting the cognitive strategies, process and affect problems would only insignificantly diminish.

Conclusion

Listening is vital to instructive and scholarly advancement for learners at any dimension of training (Wolvin & Coakley, 1991). It has been expressed by researchers that among the four language skills, listening is the most consistently utilized language skill in the classroom (Namaziandost, Hafezian, & Shafiee, 2018). The two teachers (Ferris & Tagg, 1996) and students (Ferris, 1998) recognized the significance of listening comprehension for scholarly achievement in instructive settings. As indicated by Rost (1994), listening assumes a vital role in second language instructing for a few reasons. Despite the fact that researchers (Wolvin & Coakley, 1991; Rost, 1994) presume that listening assumes a focal role in communication and additionally in learning and appreciation, it is vital to comprehend the issues students of another language experience while listening. It is based on this need that this examination was directed. It examines the listening problems experienced by Iranian intermediate EFL Learners.

The outcomes of the study demonstrate that there are various issues which listeners confront that meddle with listening comprehension. These problems will be disputed in this section of the work. The study uncovered that the most incessant problem experienced by students of a novel language is identified with input problem; the participants of this investigation uncovered that the main input issues they experience is identified with the speaker's accent, the way in which words are articulated, unfamiliar words content, and length and the speaker's discourse speed.

Firstly, discoveries of the survey demonstrated that students of a foreign language confront the turbulence of understanding the speaker's accent as the participants of this research consider it hard to comprehend speakers who talk in new accents. This outcome bolsters the results of Juan and Abidin (2013) who investigated the English listening comprehension issues of worldwide college learners from China in Universiti Sains Malaysia (USM). They uncovered that the accent of local native restricted the best possible comprehension of the listening content by the students. It can be said from this finding that accent assumes an indispensable role in the listening comprehension of students of new language.

Secondly, the way in which words are articulated is additionally one of the issues which students of a foreign language experience. The aftereffect of this exploration uncovered that students of a foreign language frequently think that it is hard to comprehend the meaning of vocabularies which are not accurately articulated. The participants of this investigation concurred that this is one of the significant issues they confront while learning a foreign

language. This finding agreed with the discoveries of an examination which was directed by Hassan (2000) in an EFL setting through a questionnaire to decide learners' self-perceived listening issues. One of the issues distinguished by Hassan (2000) was issues coming about due to obscure pronunciation of words.

Another real listening issue of students of a foreign language is speech rate. This was uncovered by the consequences of research as the respondents of this examination concurred that they think that it is problematic to comprehend a listening content when the speaker talks quick without delaying sufficiently long to permit them process and grasp what they have listened to; the participants said that this issue nearby long content adds up to failure to understand the content. The discoveries of this exploration affirm those of Goh (1999) and additionally Flowerdew and Miller, (1992) which likewise delineated that speech rate is additionally viewed as a noteworthy issue for L2 students. All of Flowerdew and Miller's (1992) and Goh's (1999) consider, 78% of the respondents and respondents in both diaries and interviews revealed that their fundamental issue was the quick English speech rate.

The last input problem recognized in this research is the issue of text length. The participants of this study concurred that they think that it is hard to see long messages when learning another language particularly when the long content contains a ton of new words. In general, it tends to be said that the fundamental input problems experienced by students are speech rate, text length, unfamiliar accent and inappropriate pronunciation of words.

Issues identified with affect were additionally recognized in this research as a portion of the listening problems experienced by students of another language. Despite the fact that these issues had the most reduced mean scores, they could not be disregarded as the participants of this examination uncovered that they thought that it was hard to do listening assignments, for example, filling a matrix, for which they expected to draw on explicit data from the content. The participants of the present research concurred that such a task gives them anxiety and this anxiety they cannot diminish before taking part in the assignment. The ramifications of this is that students can scarcely grasp since they are in a precarious perspective which will not allow perception of the listening content; so, it can be said the perspective of the student assumes a role in the understanding of a listening content.

It tends to be noted from the consequence of this study that every one of the issues examined above influence the processing of a foreign language by students as the participants of this research concurred that they think that its troublesome to concentrate on the content when they experience difficulty understanding the content. Likewise, it can be deduced from the aftereffect of this investigation that while listening, students of a foreign language think that it is hard to figure the meaning of unknown words by connecting them to known words, this additionally drives the students to disregard the next piece of the listening content since they are regularly involved with contemplating the meaning of unfamiliar words.

Because of the listening issues experienced by students of a foreign language, it tends to be seen that these students settle on strategies which they accept can upgrade a superior perception of the listening content; these strategies cognitive strategies, metacognitive strategies, and socio-affective strategies. In this examination, discoveries demonstrated that the most as often as possible utilized strategy among the respondents of the investigation which were Iranian English language students is the metacognitive techniques which had the most astounding mean score among the three strategies estimated. These students express that while learning another language they listen to catchphrases and utilize their experience and prior learning to comprehend the listening content.

It can be deduced from this finding on the utilization of learning strategies that the use of learning techniques by students in this

examination is excellent as the dimension of use for every one of the strategies is moderate. This additionally implies there is still opportunity to get better on the utilization of these

strategies to advance better comprehension of another language as researchers in this field (Karami & Bagheri, 2014; Rahimirad & Zare-ee, 2015) have uncovered that these learning techniques have a vital beneficial outcome on the learning of another language.

Definitively, for a language to be learnt, listening skill are required in light of the fact that listening is a fundamental language expertise, and accordingly all endeavors must be increased towards building up the imperative listening abilities in students of a second language. These listening abilities ought to be gained by students since listening is critical and basic not just as a receptive language skill but also as an apparatus needed for the advancement of spoken language ability.

Reference

- [1]. Anderson, A., & Lynch, T. (1988). *Listening*. Oxford: Oxford University Press.
- [2]. Anderson, J. R. (1985). *Cognitive psychology and its implications*. (2nd ed.). New York, NY: W. H. Freeman and Company.
- [3]. Anderson, J. R. (2000). *Cognitive psychology and its implications* (5th ed.). New York: Worth Publishers.
- [4]. Buck, G. (2001). *Assessing listening*. Cambridge: Cambridge University Press.
- [5]. Chamot, A. D. (2005). Language learning strategy instruction: Current issues and research. *Annual Review of Applied Linguistics*, 25, 112-130.
- [6]. Chen, A. H. (2013). EFL listeners' strategy development and listening problems: A process-based study. *The Journal of Asia TEFL*, 10(3), 81-101.
- [7]. Ferris, D. (1998). Students' views of academic aural/oral skills: A comparative needs analysis. *TESOL Quarterly*, 32, 289-318.
- [8]. Ferris, D., & Tagg, T. (1996). Academic listening/speaking tasks for ESL students: Problems, suggestions, and implications. *TESOL Quarterly*, 30, 297-320.
- [9]. Field, J. (2004). An insight into listeners' problems: Too much bottom-up or too much top-down? *System*, 32(3), 363-377.
- [10]. Flowerdew, J., & Miller, L. (1992). Student perceptions, problems and strategies in second language lecture comprehension. *RELC journal*, 23(2), 60-80.
- [11]. Goh, C. C. M. (1999). How much do learners know about the factors that influence their listening comprehension? *Hong Kong Journal of Applied Linguistics*, 4(1), 17-41.
- [12]. Goh, C. C. M. (2000). A cognitive perspective on language learners' listening comprehension problems. *System*, 28(1), 55-75.
- [13]. Graham, S. (2006). Listening comprehension: The learners' perspective. *System*, 34(2), 165-182.
- [14]. Guilford, J. P. (1973). *Fundamental statistics in psychology and education* (5th ed.). New York: McGraw-Hill.
- [15]. Hamouda, A. (2012). Listening comprehension problems – Voices from the classroom. *The Language in India*, 12(2), 1-49.
- [16]. Hasan, A. (2000). Learners' perceptions of listening comprehension problems. *Language, Culture and Curriculum*, 13(2), 137-153.
- [17]. Juan, W. X., & Abidin, M. J. Z. (2013). English listening comprehension problems of students from China learning English in Malaysia. *Language in India*, 13(4) 14009-14022.
- [18]. Karami, S., & Bagheri, M. (2014). Operationalizing teachers' emotional attitudes

- towards their students, colleagues and workplace: Result from an EFL context. *Journal of Language & Literature* (20780303), 5(1), 140-149.
- [19]. Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Addison-Wesley Longman Ltd.
- [20]. Krashen, S. D., Terrell, T. D., Ehrman, M. E., & Herzog, M. (1984). A theoretical basis for teaching the receptive skills. *Foreign Language Annals*, 17(4), 261-275.
- [21]. Lotfi, G. (2012). A questionnaire of beliefs on English language listening comprehension problems: Development and validation. *World Applied Sciences Journal*, 16(4), 508-515.
- [22]. Mahmoud Ghoneim, N. M. (2013). The Listening Comprehension Strategies Used by College Students to Cope with the Aural Problems in EFL Classes: An Analytical Study. *English Language Teaching*; 6(2), 100-112.
- [23]. Namaziandost, E., Hafezian, M., & Shafiee, S. (2018). Exploring the association among working memory, anxiety and Iranian EFL learners' listening comprehension. *Asian-Pacific Journal of Second and Foreign Language Education*, 3(20), 1-17, <https://doi.org/10.1186/s40862-018-0061-3>
- [24]. Namaziandost, E., Sabzevari, A., & Hashemifardnia, A. (2018). The effect of cultural materials on listening comprehension among Iranian upper-intermediate EFL learners: In reference to gender. *Cogent Education*, 5(1), 1-17. <https://doi.org/10.1080/2331186X.2018.1560601>
- [25]. Noroozi, S., Sim, T. S., Nimehchisalem, V., & Zareian, G. (2014). Developing an instrument for Iranian EFL learners' listening comprehension problems and listening strategies. *Advances in Language and Literary Studies*, 5(3), 63-69.
- [26]. Nowrouzi, S., Tam, S. S., Zareian, G., & Nimehchisalem, V. (2015). Iranian EFL students' listening comprehension problems. *Theory and Practice in Language Studies*, 5(2), 263-269.
- [27]. Osada, N. (2004). Listening comprehension research: A brief review of the past thirty years. *Dialogue*, 3, 53-66
- [28]. Rahimirad, M., & Zare-ee, A. (2015). Metacognitive Strategy Instruction as a Means to Improve Listening Self-Efficacy among Iranian Undergraduate Learners of English. *International Journal of Instruction*, 8(1), 117-132.
- [29]. Rost, M. (1994). *Introducing listening*. London: Penguin.
- [30]. Rost, M. (2002). *Teaching and researching listening*. New York: Longman.
- [31]. Sharma, D. (2007). *Teaching English as a Second Language*. New Delhi: Deep and Deep Pvt. Ltd.
- [32]. Song, M. (2008). Do divisible subskills exist in second language (L2) comprehension? A structural equation modeling approach. *Language Testing*, 25(5), 435 - 465.
- [33]. Taguchi, N. (2005). Comprehending implied meaning in English as a foreign language. *Modern Language Journal*, 89, 543 - 562.
- [34]. Tsui, A., & Fullilove, J. (1998). Bottom-up or top-down processing as a discriminator of L2 listening performance. *Applied Linguistics*, 19(4), 432-451.
- [35]. Wolvin, A., Coakley, C. (1991). *A Survey of the Status of Listening Training in Some Fortune 500 Corporations*. Communication Education, USA.
- [36]. Yaseen, S. R., & Nimehchisalem, V. (2016) *Listening comprehension problems and strategies among Kurdish EFL learners*. *The Iranian EFL Journal*, 12 (4). pp. 6-27. ISSN 1836-8743; ESSN: 1836-8751.

How to cite this manuscript: Ehsan Namaziandost*, Sheida Ahmadi, Mohammad Hossein Keshmirshekan, Listening comprehensions problems and strategies used by intermediate efl learners. *Journal of Medicinal and chemical Sciences*, 2019, 2(3), 28-41.