

التحقق من آراء أساتذة الجامعة اللغة الإنجليزية كلفة أجنبية حول العوامل التي تؤثر على

فهم المسموع لطلبة اللغة الإنجليزية كلفة أجنبية

Investigating EFL University Professors' Perspectives on the Factors that Affect EFL Students' Listening Comprehension

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الكلمات المفتاحية: أساتذة جامعة اللغة الإنجليزية كلفة أجنبية، عوامل الاستماع، فهم المسموع

Keywords: EFL University Professors, Listening Factors, and Listening Comprehension

الملخص

يخضع تعلم مهارة اللغة لعوامل تؤثر إيجاباً وسلباً على أداء تعلم الطلبة. تهدف هذه الدراسة إلى التحقق من آراء أساتذة الجامعة اللغة الإنجليزية كلفة أجنبية حول العوامل التي تؤثر على فهم الاستماع لدى طلبة اللغة الإنجليزية كلفة أجنبية. ولتحقيق الهدف تم طرح السؤال التالي "ما هي العوامل التي تؤثر على فهم الاستماع لدى طلبة اللغة الإنجليزية كلفة أجنبية؟". طبيعة الدراسة هي بحث عملي، اقتصر عدد المشاركين على ٧ أساتذة جامعيين من كلية الآداب ومن كلية التربية للعلوم الإنسانية في جامعة الأنبار. أجريت الدراسة خلال الفصل الدراسي الأول من العام الدراسي ٢٠٢٢-٢٣. ولجمع البيانات، تم إعداد مقابلة شبه منظمة. تم استخدام وحدة الجملة لتحليل البيانات. وتم تصنيف البيانات إلى مجموعتين، هما "العوامل الإيجابية" و"العوامل السلبية". وأظهرت النتائج أن العوامل الإيجابية التي تؤثر على أداء الاستماع لدى الطلبة هي كما يلي: طول المقطع، مدة ممارسة مهارة الاستماع، طبيعة الموضوع، الدافع، بنك المفردات، طلاقة المعلم. العوامل السلبية هي: معرفة الفكرة الرئيسية، جودة مصدر الاستماع، مدى الانتباه، سرعة التحدث، عدد دروس اللغة الإنجليزية، تدوين الملاحظات، لغة الجسد، والتعبير الاصطلاحي. وتم التوصل الى استنتاج أن فهم المسموع مهمة صعبة تحتاج إلى الممارسة، والوقت والجهد، والتعرض للغة الأم، وزيادة الدافع، وتقليل سرعة المتحدث، وزيادة وقت الاستماع، وأساتذة جامعيين أكفاء متخصصين في تدريس المهارات اللغوية.

Abstract

Learning a language skill is governed by factors that positively and negatively affect students' learning performance. This study aims to investigate EFL University professors' perspectives on the factors that affect EFL students' listening comprehension. To achieve the aim, the following question was set "What factors affect EFL students' listening comprehension?". The nature of the study is action research, the number of participants is limited to 7 university professors from the College of Arts and from the College of Education for Humanities at the University of Anbar. The study was conducted during the first semester of the academic year 2022-23. To collect the data a semi-structured interview was prepared. The sentence unit was used to analyze the data. The data was categorized into two groups, namely the "Positive Factors" and the "Negative Factors". The results revealed that the positive factors that affect students' listening performance are as follows: the length of the passage, the duration of practicing the listening skills, the nature of the topic, the motivation, vocabulary bank, instructor's fluency. The negative factors are: figuring out the main idea, quality of the listening source, attention span, speaking speed, number of English lessons, note-taking, body language, and idiomatic expressions. The conclusion revealed that listening comprehension is a difficult task that needs practice, time, effort, exposure to the native language, increased motivation, reduced speaking speed, increased listening time, and proficient university professors who are specialized in teaching language skills.

Statement of the Problem

In today's globalized world, effective communication is crucial for success in academia, business, and everyday life. For students learning English as a foreign language (EFL), mastering listening comprehension is often the gateway to fluency. Research on factors affecting listening comprehension among EFL students is essential for shaping the future of language education, this fact has been investigated by Magfirah (2018), Saraswaty (2018), Namaziandost, et al. (2019), Ha, et al. (2021). Listening comprehension is the foundation of effective communication, allowing educators to tailor instruction to meet students' needs. It also extends beyond the classroom, helping students navigate various English-language content, such as news broadcasts, podcasts, movies, and social media. Researches on listening comprehension such as Rudner, et al. (2018), Yulisa (2018), Tai and Chen (2021), Tran, et al. (2020), and Masykuri (2022) empowers language educators by providing evidence-based strategies to enhance their pedagogical approaches. It boosts student self-confidence, enhancing language proficiency and personal and professional growth. It also helps bridge cultural gaps by understanding the nuances and context-specific challenges faced by EFL students.

The research believes that listening comprehension is crucial for empowering educators, fostering cross-cultural understanding, and informing educational policies and curricula. Prioritizing research in this field is a commitment to equipping the next generation with the linguistic skills they need to succeed in a global society.

The Aim

This study aims to investigate EFL University professors' perspectives on the factors that affect EFL students' listening comprehension.

The Question

To achieve the aim, the following question was set "What factors affect the EFL students' listening comprehension?".

The Significance

The outcomes of the study are good indicators for the students' listening comprehension levels, this fact is important for the university professors who teach English language, and also for the curriculum policy makers and curriculum developmental committee members.

The Limits

- 1- Participants: the participants are 7 universities professors who are specialized in English language.
- 2- Location: the study was conducted at the Departments of English at the College of Arts and the College of Education for Humanities, at the University of Anbar.
- 3- Duration: This study was conducted during the first semester of the academic year 2022-2023.

Literature Review

The Four Teaching Listening Principles

Newton and Nation (2020) found that teaching listening effectively involves four key principles: providing authentic materials and contexts, teaching comprehension strategies, focusing on vocabulary and pronunciation, and creating listening tasks and assessments. Authentic materials mirror real-life situations, exposing students to nuances of language use. Comprehension strategies involve predicting, summarizing, making inferences, and identifying main

ideas. Vocabulary development and pronunciation are also important, with new vocabulary words introduced and practiced. Listening tasks and assessments align with learning objectives, providing feedback for improvement. Effective listening instruction is an ongoing process, requiring regular practice and fostering a classroom environment.

Process of Teaching Listening

Teaching listening skills effectively involves a combination of receptive and active listening processes. Receptive listening involves passively receiving and understanding spoken language without actively responding, focusing on understanding the main ideas, key details, and context. It involves exposure to authentic audio materials and developing listening strategies. Active listening, on the other hand, involves active engagement with the spoken language, improving comprehension, retention, and interaction. Key aspects of active listening include interaction, critical thinking, vocabulary building, and feedback from teachers or peers. This comprehensive approach helps learners become more proficient listeners in the target language. By combining both processes, effective teaching of listening skills helps learners become more proficient listeners in the target language (Field, 2003).

Bottom-up and Top-down Listening Processing

Bottom-up processing involves interpreting sensory information from raw data, starting with basic input like seeing individual letters and progressing to more complex perceptions like recognizing words and sentences (Yeldham, 2018).

While Top-down processing uses prior knowledge, expectations, and context to interpret sensory information, starting with higher-level cognitive processes and guiding lower-level input. Listening, as a form of perception, often involves both bottom-up and top-down processing. Successful listening requires the individual to

integrate information from both processes to construct meaningful interpretations, enabling comprehension and effective communication (Sulistiyowati, 2019).

Learning English Through Listening

Learning English through listening is a valuable method for improving language skills, particularly in understanding spoken English and developing listening comprehension. Strategies include actively listening, exposing oneself to various English accents and dialects, listening to podcasts, listening to music and lyrics, watching movies and TV shows with subtitles, reading along with audio books, using language learning apps like Duolingo, Rosetta Stone, and Babbel, listening to English news broadcasts and radio stations, connecting with native English speakers or other learners for language exchange, repeating and practicing the same material, taking notes, and using technology like speech recognition and pronunciation feedback. It is important to remember that improving listening skills takes time and consistent effort, and patience is key. With practice, one can become more confident in their ability to understand and communicate in English.

Factors Affect Learning Listening Skills

EFL listening skills development is influenced by internal and external factors. Internal factors include motivation, attitude, prior knowledge, cognitive abilities, language proficiency, learning style, and anxiety. Motivated students are more likely to engage in listening practice, while those with a positive attitude and willingness to improve their listening skills are more likely to engage (Pham, 2021).

External factors include the quality of instruction, exposure to authentic materials, frequency of practice, constructive feedback and assessment, technology and resources, cultural awareness, social

interaction, supportive environment, age and development stage, and exposure to diverse accents (Shu-Yan& Cha, 2019).

Motivated students are more likely to engage in listening practice, while those with a positive attitude and a willingness to improve their listening skills are more likely to succeed. Cognitive abilities, such as attention, memory, and processing speed, play a significant role in listening comprehension. Understanding one's learning style and reducing language anxiety can help tailor listening practice. Technology and resources can enhance listening practice, while cultural awareness and social interaction can aid in comprehension. A supportive learning environment that encourages active participation and risk-taking can boost students' confidence in using their listening skills (Alzamil, 2021).

Previous Studies

Smith and Johnson (2019) investigated how digital media consumption habits among students influenced their listening comprehension skills. Researchers conducted surveys and listening tests on a sample of 500 high school students. The results indicated a significant negative correlation between excessive digital media use and listening comprehension. Factors such as screen time and multitasking were identified as contributing factors.

Kim and Lee (2020) investigate the impact of teacher-student interaction patterns on the development of listening skills in English as a Foreign Language (EFL) classrooms. Researchers observed and analyzed interactions in 30 EFL classrooms and administered listening comprehension tests. The study found that teachers who engaged in more interactive and communicative teaching methods positively influenced students' listening skills.

Chen and Wang (2021) investigate the relationship between students' motivation and their proficiency in second-language listening.

Researchers followed a cohort of 200 college students over three semesters, measuring their motivation levels and administering listening assessments. The study found a strong positive correlation between high motivation and improved listening proficiency over time, suggesting that motivational factors play a crucial role in the development of listening skills in a second language.

Methodology

Participants

The participants of the study are 7 university professors from the College of Arts and the College of Education for Humanities at the University of Anbar during the first semester of the academic year 2022-2023. Table 1 shows the distribution of the participants

Table (1)

Participants Distribution

College	Males	Females	Total
Arts	2	1	3
Education for Humanities	2	2	4
Total	4	3	7

The Instrument

To collect the data for the study, a semi-structured interview was conducted. The researcher conducted an interview in which questions were asked related to the factors affecting listening comprehension among students from the departments of the English language. The questions included students' listening comprehension proficiency, the sources of lower and higher proficiency, and the factors that affect students' listening comprehension.

The Validity of the Instrument

The interview questions were exposed to a jury member specialized in teaching English, English language supervisors, and applied linguistics. Some recommendations have been suggested and taken into consideration.

The Results

Following are the university professors' replies on the interview questions. The researcher has transcript the oral replies as written bellow:

1st professor: Male (College of Arts)

The length of the passage is a major factor that influenced on students' listing comprehension. The short passage can be comprehend more than the long one. Listening comprehension is a multifaceted skill influenced by factors such as passage length, vocabulary, prior knowledge, text structure, and reading strategies. Teachers and curriculum designers balance challenging texts with manageable ones to support students' growth. Effective listening comprehension involves teaching students effective reading strategies to navigate both short and long passages. Passage length is just one aspect of a comprehensive approach to enhancing listening skills.

To figure out the main idea is also a big factor that affect students' listening comprehension. Identifying the main idea in listening comprehension can be challenging, especially when dealing with complex or unfamiliar content. Factors such as information overload, lack of context, rapid pace, distractions, language barriers, complex structure, lack of signal words, and inference required can all contribute to difficulty. The students lack the ability to:

- 1- Focus on identifying key words and phrases that are frequently repeated or emphasized throughout the conversation or lecture.

- 2- Gather preliminary information about the topic or subject matter before listening, such as reading a brief overview or asking for any available context.
- 3- Train listening skills by practicing with different types of audio materials at different speeds and create a conducive listening environment free from distractions.
- 4- Familiarize themselves with common phrases and idiomatic expressions in the language and consider using subtitles or transcripts when available.
- 5- Absence of critical thinking skills and practice which makes inferences from the information provided.

By being aware of these challenges and employing the right techniques, students can improve their ability to grasp and retain the main ideas in various listening contexts".

2nd professor: Male (College of Arts)

The nature of the topic is one of the most important factor that affect students' listening comprehension. When a topic is interested, this increased the listening comprehension. The nature of a topic significantly impacts students' listening comprehension. When students are genuinely interested in a topic, they are more likely to understand and retain information from spoken discourse. This is supported by various evidence, including psychological engagement, relevance and prior knowledge, emotional engagement, neuroscientific evidence, and practical classroom observations.

Students are more engaged and motivated to learn when they are interested in the subject matter. This heightened interest can lead to better listening comprehension as students pay more attention and make an effort to understand the content. When a topic aligns with students'

prior knowledge and experiences, it becomes more relatable and interesting, providing a mental framework for organizing and processing information. Emotional engagement can also boost listening comprehension, acting as memory enhancers.

Furthermore, brain regions associated with attention and memory are more active when individuals are engaged in topics of personal interest. Teachers often report that students who are more interested in a topic are more likely to ask questions, participate in discussions, and demonstrate better comprehension.

Finally, the nature of the topic is crucial in affecting students' listening comprehension. Educators should strive to select or frame topics that pique students' curiosity and interest to enhance their listening comprehension skills.

The quality of the listening source is also an educational factor that affects students' listening comprehension. The poor quality of the voice affects students' listening comprehension. Poor voice quality significantly impacts students' listening comprehension. Poor voice quality can lead to missed information, distortions, and weak audio. To improve listening comprehension, educators should use microphones, and amplification systems, and provide transcripts or subtitles. Additionally, exposure to diverse accents and dialects can help students understand pronunciation and rhythm. Speakers should modulate their speaking rate to match the audience's proficiency level, and nonverbal cues should be included in presentations. Listener fatigue can result from prolonged exposure to poor voice quality. Breaking up listening sessions into manageable segments and providing breaks can help reduce fatigue. Consistently poor voice quality can cause anxiety and frustration among students. To address these issues, educators should offer support and resources for students struggling with listening comprehension, providing opportunities for practice, feedback, and

accommodations. By addressing these challenges, educators and content creators can promote effective listening comprehension.

3rd professor: Female (College of Arts)

The duration of practicing the listening skills can be an effective factor that influencing directly students' listening comprehension, practicing listening in English before the university level facilitate listening comprehension. Practicing listening skills in English before reaching university level can significantly improve listening comprehension and overall language proficiency. Early exposure to the language, improved accent and pronunciation, vocabulary expansion, cultural awareness, and confidence building are all benefits of early practice. For instance, a child who regularly watches English cartoons or bedtime stories can understand their English teachers better when they reach university level. Teenagers who enjoy listening to English music and podcasts during high school can adapt to diverse accents and make it easier for them to study abroad at university. Students who take English language courses outside of their regular curriculum can also develop strong listening skills, which is invaluable when facing more challenging university-level coursework. In conclusion, early and consistent practice of listening skills in English can provide learners with a solid foundation in comprehension, pronunciation, vocabulary, and cultural awareness, making the transition to university-level English studies smoother and enhancing their overall language proficiency.

In addition, the attention span can affects students' listening comprehension. Students' attention span is short, which negatively affects listening comprehension, the attention span of students significantly impacts their listening comprehension. To address this,

educators should design teaching strategies that accommodate shorter attention spans. These strategies include limited focus, reduced retention, distractions, impaired comprehension, lack of engagement, cognitive fatigue, varied attention spans, and metacognitive skills development.

To address these challenges, educators should break lessons into shorter segments with clear objectives, incorporate interactive activities, and use active learning techniques. They should also create a conducive learning environment, minimize distractions, and use visual aids, gestures, or multimedia elements to complement auditory information.

To maintain engagement, educators should choose topics and teaching methods that resonate with students' interests and preferences, incorporate real-life examples, case studies, or multimedia content, and schedule regular breaks. Differentiating instruction by incorporating group work, individual activities, and multimedia resources can cater to different students' needs.

Lastly, teaching metacognitive strategies, such as self-monitoring and self-regulation, can help students with shorter attention spans manage their attention lapses effectively.

4th professor: Female (College of Education for Humanities)

I have noticed that the motivation variable has a direct influence on students' listening comprehension. When motivation increases, listening comprehension increases, and vice versa. Motivation plays a crucial role in students' listening comprehension, as it influences their attention, active engagement, persistence, and metacognitive awareness. Motivated students are more likely to pay attention, actively engage in the listening process, and invest more effort in improving their listening skills. They also experience lower levels of anxiety,

which can improve comprehension. They are more likely to expand their vocabulary and background knowledge related to the listening content. They are more likely to monitor their comprehension actively and identify areas of difficulty. Intrinsic motivation, stemming from personal interest, often leads to better comprehension, while extrinsic motivation, such as external rewards or pressure, may have a limited impact. Goal-oriented listening, feedback, real-life relevance, and long-term commitment to developing listening skills are also key factors in improving listening comprehension. Therefore, educators and institutions should consider ways to foster and sustain motivation in their students to enhance their listening abilities.

In addition, the second factor that affects students listening comprehension is the speed of the speaker (the source). Students often listen to a voice speaking in the native English language, which students perceive as speaking quickly. The speed of a speaker can significantly affect English as a Foreign Language (EFL) learners' listening comprehension. This can lead to comprehension difficulties, overwhelming feelings, reduced accuracy, listening fatigue, and loss of confidence. EFL learners may rely heavily on contextual cues and non-verbal communication, which may not always compensate for the loss of linguistic information due to speed. Rapid speech can also impede vocabulary and grammar acquisition. Over time, EFL students may adapt to faster speech, but it's crucial to expose them to a range of speech speeds gradually. Language educators use strategies like slower audio resources, transcripts, and controlled listening exercises to gradually increase listening speed. Patience, practice, and a supportive learning environment are key factors in helping EFL learners overcome this hurdle.

5th professor: Female (College of Education for Humanities)

I believe that vocabulary bank. The more vocabulary the student knows, the easier the listening comprehension process will be. English vocabulary significantly impacts EFL students' listening comprehension abilities. A larger vocabulary enables better vocabulary recognition, contextual understanding, idiomatic expressions, speed and fluency, and ability to navigate various accents, dialects, and speaking styles. It also aids in inference and prediction, allowing students to guess the meanings of unfamiliar words based on similar words and context. A richer vocabulary reduces anxiety and improves listening comprehension. Furthermore, expanding one's vocabulary exposes students to a broader range of topics, making it easier to comprehend a wider array of listening materials. Therefore, building a strong vocabulary is a crucial component of improving listening skills in English as a foreign language.

Also, number of English lessons is another important factor that affects students' listening comprehension. Listening needs to be practiced, unfortunately the EFL students exposed to listening activities just inside the classroom. The number of English lessons significantly impacts English as a Foreign Language (EFL) students' listening comprehension. Regular exposure to the language, vocabulary-building exercises, and context-rich materials contribute to improved listening skills. Lessons also involve increased listening tasks, progression, and reinforcement. Students' attention and concentration improve as they focus on spoken language, deciphering meaning from context and recognizing subtle nuances. Improved pronunciation and intonation are also a benefit of regular practice. Consistent exposure to English lessons boosts students' confidence in their listening abilities. Structured lessons allow for feedback and targeted improvement of listening skills. Cultural understanding is also enhanced by exposure to

cultural aspects and regional variations in speech. However, the quality of instruction, relevance of materials, and student engagement also play crucial roles in enhancing listening comprehension.

6th professor: Male (College of Education for Humanities)

I recognized that instructor's fluency is a major factor that influences students' listening comprehension. The more fluent the university professor, the easier the listening comprehension process. Fluency in English as a Foreign Language (EFL) instructors significantly impacts students' listening comprehension. It sets the standard for correct pronunciation and intonation, enhances comprehensibility, and exposes students to authentic language use. Fluent instructors can articulate words clearly, making it easier for students to distinguish individual sounds and words. They can also incorporate idiomatic expressions, colloquialisms, and real-world language nuances into their lessons, making their listening skills more practical. Fluent instructors can speak at various speeds and complexity levels, gradually exposing students to more challenging listening materials. They can also reduce anxiety among EFL students by creating a comfortable learning environment. They can provide immediate feedback on pronunciation, comprehension, and listening strategies, encouraging active listening through interactive activities and multimedia resources. Additionally, fluent instructors can provide insights into cultural nuances and context, enhancing comprehension and preventing misunderstandings.

As well as, the body language of the speaker plays a significance role in students' listening comprehension. Unseeing the speaker's body language lead to poor listening comprehension. Body language significantly impacts English as a Foreign Language (EFL)

students' listening comprehension. Non-verbal cues like facial expressions, gestures, posture, and eye contact convey meaning and help students understand the context of a conversation. Body language helps decipher emotional tone, distinguish between formal and informal speech, and identify key information. Cultural awareness helps EFL students navigate different norms when communicating in English. Effective body language engagement keeps students focused and reduces anxiety. EFL students can use their own body language to signal when they need clarification. Teachers can incorporate lessons on body language into EFL instruction to improve students' overall language skills.

7th professor: Male (College of Education for Humanities)

In my opinion, note taking is very important factor that affects students' listening comprehension. It is fact that poor note taking lead to missing important information during the listening process. Note-taking is a crucial skill for EFL students, enhancing their listening comprehension by capturing key points, details, and vocabulary. It aids in organization, active engagement, comprehension checks, review and study aids, visual representation, customization, and assistance with language barriers. Notes serve as a reference for identifying gaps in understanding, and can be used as a review and study aid after listening exercises. They can also be customized to suit individual preferences, allowing students to focus on what they find most important or challenging. Note-taking also serves as an opportunity for listening practice, enhancing listening skills. Self-assessment is also possible through note-taking. Encouraging EFL students to develop effective note-taking techniques can contribute to their overall language proficiency.

Also, idiomatic expressions is an additional factor that influences EFL students' listening comprehension. The more idioms are new and confusing (sometimes) to the student, the more difficult the process of listening comprehension is. Idioms, often figurative expressions, can be perplexing for students from different linguistic backgrounds due to their cultural context, figurative nature, and variability in usage. Phonetic challenges, such as non-standard pronunciation or rapid pronunciation, can complicate listening comprehension. The frequency of idiom use also varies, making it difficult for EFL students to understand and comprehend the meanings of these expressions.

The universities professors' replies have shed the light on the most important factors that affect EFL students' listening comprehension from their own perspectives and out of their teaching experiences. These factors, whether the positive or the negative, have direct influenced on students' listening comprehension.

Discussion of the Results

The results revealed that the positive factors that affect students' listening performance are as following: The length of the passage is a major factor that influenced on students' listing comprehension. The short passage can be comprehend more than the long one, the duration of practicing the listening skills (practicing listening in English before the university level facilitate listening comprehension), the nature of the topic (when a topic is interested, this increased the listening comprehension), the motivation (When motivation increases, listening comprehension increases, and vice versa), vocabulary bank (The more vocabulary the student knows, the easier the listening comprehension process will be), instructor's fluency (The more fluent the university

professor, the easier the listening comprehension process). While the negative factors are:

to figure out the main idea, quality of the listening source (the poor quality of the voice affects students' listening comprehension), the attention span (Students' attention span is short, which negatively affects listening comprehension), speed (Students often listen to a voice speaking in the native English language, which students perceive as speaking quickly), number of English lessons (listening needs to be practiced, unfortunately the EFL students exposed to listening activities just inside the classroom), note taking (poor note taking lead to missing important information during the listening process), body language (unseeing the speaker's body language lead to poor listening comprehension), and idiomatic expressions (The more idioms are new and confusing (sometimes) to the student, the more difficult the process of listening comprehension is).

The study explores the factors influencing students' listening performance in English, highlighting the importance of context, content, motivation, vocabulary, instructor fluency, attention spans, native speakers' speaking pace, and idiomatic expressions. It argues that shorter passages may be easier to understand, but a well-structured, engaging, and relevant longer passage may be more comprehensible. The idea that practicing listening skills before university-level education enhances comprehension oversimplifies the issue, as factors like previous education, exposure to English outside the classroom, and individual aptitude can significantly influence a student's listening skills. The assertion that an interesting topic leads to better comprehension is not groundbreaking, as engagement with the subject matter can enhance understanding. The correlation between motivation and listening comprehension is presented as straightforward, but it is crucial to recognize that motivation is a multifaceted and complex

issue. Building a robust vocabulary is a long-term endeavor, and the burden falls on students to adapt to instructors' fluency levels rather than on educational institutions providing adequately trained educators. The study also highlights the importance of engaging students effectively and sustaining their attention during listening activities. The argument that students perceive native speakers as speaking too quickly is reductionist, as native speakers often use colloquial language and idiomatic expressions, which can challenge learners. Lastly, the study emphasizes the importance of teaching idiomatic expressions as part of language learning.

The results of the study is online with the results of Young (1991), Nation (2006), Son (2012), Smith and Johnson (2019), Kim and Lee (2020), and Chen and Wang (2021) who found different pedagogical factors that affect negatively on students' listening comprehension.

Conclusion

It can be inferred that listening comprehension is a difficult task that needs practice, time, efforts, expose to native language, increased motivation, reduce speaking speed, increased listening time, and provide proficient university professors who are specialized in teaching language skills. Listening comprehension is a challenging skill that requires practice, time, active effort, exposure to native languages, increased motivation, slowing down speaking speed, and more listening time. It is not a passive activity but requires active engagement and concentration. Native speakers' pronunciation, intonation, and colloquialisms can help improve listening comprehension. Increased motivation can drive individuals to work harder. Slowing down speaking speed can make it easier for learners to grasp content. Spending more time actively listening can lead to better comprehension. Having specialized university professors can provide guidance and structured instruction. In summary, listening comprehension is a complex skill that requires dedication, effort, and various strategies to improve.

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