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A STUDY ON STUDENTS' USE OF LISTENING COMPREHENSION

STRATEGIES IN EFL CLASS:

THE CASE OF SAMARA UNIVERSITY (SECOND YEAR ENGLISH

MAJORING STUDENTS)

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A Study on Students' Use of Listening Comprehension Strategies

In EFL Class:

The Case of Samara University Second Year

English Majoring Students

By

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This is to certify that the thesis conducted by Mesele Tibebu entitled, “*A study on students’ use of listening comprehension strategies in EFL class: the case of samara university second year English majoring students;*” submitted in partial fulfilment of the requirements for the Degree of Masters of Arts in English Language Teaching (ELT) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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I, the undersigned, declare that this thesis is my original work and has not been done and presented by anybody anywhere and all the materials used in this study have been fully acknowledged.

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A Study on Students' Use of Listening Comprehension Strategies in EFL Class: The Case of Samara University Second Year English Majoring Students.

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Abstract

In this study, an attempt was made to explore students' use of listening comprehension strategies in English as a foreign language (EFL) class. To achieve this, descriptive survey design with both quantitative and qualitative nature was employed. Subjects were 39-second year English major students of Samara University. Out of these, five students were randomly selected for interview. To collect data, listening comprehension test and listening strategy questionnaire were adapted and administered to 34 students. Semi-structured interview was also held with five students and five purposively selected teachers. The listening test and the listening strategy questionnaire were analyzed quantitatively whereas interview items were analyzed qualitatively. The results of the study revealed that participants use meta-cognitive strategies such as writing down the words they do not know after listening and looking up in a dictionary, double-checking again for their answer while listening, reflecting on their problems after listening. They also use cognitive strategies like translating words or sentences, applying new vocabularies, phrases, or grammar they have learned, trying to understand each word, repeating words or phrases softly, forming pictures mentally and listening for main ideas first and then for details. However, participants do not often use the socio-affective, eight metacognitive and five cognitive strategies. Participants reported that inattentiveness, noisy classroom setting, lack of awareness of the various listening strategies, and lack of motivation are the problems they faced while listening a text. Finally, it was concluded that the participants of this study do not use many listening strategies as intended. This might imply that students are less aware of the various strategies. Based on the findings, recommendations were made for concerned bodies.

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List of Acronyms and Abbreviations

CI	Comprehensible Input
CSs	Cognitive Strategies
DELL	Department of English Language and Literature
DFLL	Department of Foreign Languages and Literature
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
FL	Foreign Language
L1	First Language/ Mother Tongue
L2	Second Language
LCT	Listening Comprehension Test
LSQ	Listening Strategy Questionnaire
MCSs	Meta Cognitive Strategies
SASs	Social Affective Strategies
SPSS	Statistical Package for Social Sciences
TOEFL	Test of English as a Foreign Language

Chapter One

Introduction

1.1. Background of the Study

Listening is the most basic and routinely needed skill in daily life and academic world because for each effective communication listening plays the key role. According to Vandergrift (2004), “Listening is important for obtaining comprehensible input that is necessary for language development” (p.1). Here, Vandergrift seems to emphasize that listening provides a basis for the development of language. It is undeniable that listening comprehension strategies play a crucial role in the communication process in general and language learning in particular because these strategies help language learners benefit from aural and visual texts in the target language. Thus, the importance of listening and its aspects are worth mentioning.

Many language educators and researchers have recognized the importance of listening comprehension skills for the overall development of language competence in all language skills (Hassan, 2000 cited in Arafat, 2013; Morley, 2001; Vandergrift, 2004; Holden 2004). They state that listening is not only an important means to gain knowledge but also a means to offer the right conditions for language acquisition and development of other related language skills. Moreover, much of L2 (second language) theories give support to the importance of listening comprehension strategy and how comprehensible input facilitates the learning of second or foreign language. For example, Krashen (1985) in his “Input Hypothesis Theory” argues that language acquisition is achieved mainly through receiving comprehensible input and listening comprehension is the critical component in achieving understandable language input (as cited in Arafat, 2013, p.113). In other words, to acquire language by understanding the linguistic information, and the right level of understanding, comprehensible input is needed for any kind of learning simply to exist. This means that listening comprehension is a basic skill to be successful in foreign language learning, and this skill is achieved when the listener uses listening comprehension strategies effectively.

In the context of Ethiopian Universities, listening skills course is given as a major course for English majoring students. It is believed that the course offers students a variety of helpful information as well as a range of language expressions and structures that are of excessive usefulness for developing other language skills.

Sen, (2009) points out that the teacher is responsible to bring about the learners self-awareness to empower them by providing structured directions on when and how to use a strategy and to give feedback, evaluate their performance and provide support if needed. In a same point of view, Vandergrift (2002) explains that when teachers becoming more aware of their students' listening comprehension strategies that they are using or not can help teachers to develop teaching strategies that are compatible with their students' ways of listening. This view signposts that EFL teachers should consider teaching students effective listening strategies, especially showing them how to utilize the skills and knowledge that they bring from their first language in order to cope with listening in the second language or foreign language. Besides using listening strategies contributes a lot for the development of listening proficiency for students to help them become self-directed language learners. This means that language learners can be benefited from and improve their listening competence by analyzing the listening comprehension problems that they encounter.

Therefore, studying the strategies students use for listening and the ability to use them effectively and helping them understand their listening comprehension strategy use are particularly significant in foreign language learning. Thus, the present study attempts to investigate students' use of listening comprehension strategies in EFL classes.

1.2. Statement of the Problem

Even though listening comprehension strategy is a key to effective listening, researchers claimed that there is relatively little research in the area of listening. As a result, listening remains the most neglected and the least understood aspect of language teaching (Tamjid and Babazadeh, 2012; Arafat, 2013). These scholars reported that though listening comprehension strategies are very important to comprehend what has been uttered by a source and to develop other language skills, listening has not drawn much attention of both teachers and learners. Indeed, in classrooms teaching and learning process, teachers seem to test, not to teach listening (Arafat, 2013, p.115). Moreover, students are not learning listening comprehension but seem to learn listening (Gilakjani & Sabouri, 2016). In the support of this issue, Mendelson (1994) states, “In spite of its importance in foreign language learning, the teaching of listening comprehension has long been —somewhat neglected and poorly taught aspect of English in many EFL programs” (p.9). In other words, this implies that teachers and students are less conscious of its importance.

Global researchers have made tremendous efforts to identify the problems experienced by EFL listeners and to assess how listeners deal with those difficulties (e.g., Goh, 2000; Hasan, 2000; Miller, 2005; Graham, 2006). The results of these studies have evidenced that difficulties in listening in a foreign language are typical to listeners from different language background. Goh's (2000) and Graham's (2006) researches show that L2 listeners tend to segment because of their L1 segmentation procedures. Foreign language listeners are particularly affected by this problem. Miller (2005) also states, "Inability to concentrate is a major problem because even the shortest break in attention can seriously impair comprehension."

Vandergrift (1999), cited in Abdalhamid (2012), claimed that second language or/ and foreign language listening research has been increasingly directed to clarifying listener's mental processes and identifying facilitative strategies. Once again, Abdalhamid (2012) added that understanding the strategies language learners tend to use to cope with the difficulties they experience while listening had become an integral part of L2 (second language / FL (foreign language) listening research. However, more study is needed to explore learners' own insights of their experience of listening strategy use since listening cannot be observed directly and defined precisely.

From the current researcher's observation and the familiarity of teaching English as a foreign language for ten years, the researcher feels that listening comprehension strategies are less emphasized. Although students took many listening lessons starting from primary school to tertiary level educational institution, the researcher has observed that most of the students in listening classes have serious deficiencies in listening comprehension. This is primarily observable when the students are asked to listen a listening extract, when they are asked comprehension questions, and when they are requested to reflect on what they have listened to. They poorly give inappropriate responses, lose all confidence and concentration for a long time. Other EFL teachers in Samara University also complain that many students fail to comprehend the listening comprehension questions and do not understand the spoken content of their lessons.

Local studies were also conducted in the area of listening. For example, Berhanu (1993) investigated a research on the interactional listening strategies 4th year AAU students employ. His findings indicate that the students failed to use variety of interactional strategies that can help them to communicate actively and flexibly in collaborative discourse.

Adnew (2001) also studied “The relevance of grade 10 listening comprehension texts and activities to the students' academic needs.” His analysis showed that the listening texts and activities seem to be relevant for the needs and goals of the students in developing skills of listening required in academic settings.

Haregewoin (2003) conducted a research to investigate classroom listening comprehension teaching practice in relation to the new grade 11 English course book. Her findings show that there has been a mismatch between the teaching practices implemented by the teachers and the pedagogical procedures favoured by the course designers for teaching the listening sections of the new course book.

Furthermore, a very recent study conducted by Asefa (2019) on “Assessing Students' Metacognitive Listening Strategy” revealed “there were many problems that hinder the students' use of metacognitive listening strategies.” Except Berhanu's and Asefa's study on “the interactional listening strategies 4th year AAU students employ” and “Metacognitive strategy use of Ambo University students” respectively, most papers researched the linguistic aspects of listening while other aspects of listening comprehension are neglected. To this effect, to the best knowledge of the researcher, no local studies have been conducted to investigate the students' use of listening comprehension strategies at university level; perhaps this is the gap where the present researcher tries to investigate. To make it clearer, what makes this study different from others is that it attempts to investigate learners own strategy use because unless students become aware of listening strategies and use them in a listening classroom, good comprehension skills and effective communication cannot be achieved.

Therefore, the aforementioned reasons from personal teaching experience, EFL teachers' complaints on their students' poor comprehension and the gap in research spark the attention of the present researcher to conduct a descriptive survey research on the students' use of listening comprehension strategies in EFL classes. This study, thus, attempts to investigate students' use of listening comprehension strategy with particular reference to second year English majoring students of Samara University.

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study was to explore students' use of listening comprehension strategy of second year English majoring undergraduate students of Samara University.

1.3.2. Specific Objectives

More specifically, the study has the following specific objectives:

- To identify the listening strategies that EFL students use to comprehend listening texts.
- To find out the listening strategies that EFL students less frequently use to comprehend listening texts; and
- To identify the challenges that these students face while using listening strategies.

1.4. Research Questions

This study seeks to answer the following leading research questions.

1. What are the listening strategies that EFL students use to comprehend listening texts?
2. What listening strategies do they use less frequently?
3. What are the challenges that these students face while using listening strategies?

1.5. Scope of the Study

The purpose of this study was to explore English majoring students' use of listening comprehension strategy in EFL classes. To achieve this purpose, the study was delimited to second year English majoring undergraduate students of Samara University enrolled in 2020/2021 academic year (regular stream). The reason for selecting English major students is that these students took various listening lessons and have been exposed to different listening contexts than others. First year and third year students were not included in the study. The reason was that first year students were not registered because of the Corona Virus (Covid-19) and third year students were graduated early and cleared from the campus before the researcher went to gather data. Moreover, the study also deals with on listening comprehension strategy use and learners problems in using listening strategies. Other aspects of listening skills and other language skills (reading, writing, speaking) and sub skills (pronunciation and vocabulary) were not included because of time and resource constraints.

1.6. Significance of the Study

As to the awareness of the researcher, local studies done on listening comprehension strategy use of EFL students are insufficient. Due to this reason, it is essential to investigate whether or not EFL learners use various listening comprehension strategies to improve their listening comprehension skills. More specifically, this study may be important for many concerned bodies.

First, it might give an idea to EFL teachers to know better if their students use listening comprehension strategies or not so that they become aware and act accordingly. This may help teachers to see listening comprehension gaps. It is significant to raise teachers' awareness about the inseparability of listening comprehension and listening strategies and thereby making them give an appropriate credit to listening strategies instruction to improve learners' listening comprehension ability. Second, understanding listening comprehension strategies may help curriculum designers to see what is going on in the teaching and learning of listening and get inputs to revise their syllabus accordingly. Third, the findings of this study can serve as a springboard for further study in the area. Others may use this study as reference in their study.

1.7. Limitations of the Study

This study has the following limitations:

- Because of the pandemic virus (COVID-19), the students were registered lately and were taking a semester course in 45 days. Students were busy and overloaded with assignments, quizzes and tests. Due to this reason, getting students timely for the data gathering was difficult. Thus, the data gathering process took much time.
- Another challenge for the researcher was the hot weather. Starting from the last 10 days of March, the temperature reaches 36°C to 40°C in Samara. Staying there, even for one day, is difficult for a person like me who came from cold temperature.
- During the data collection, there were ethnic clashes around the borders of Afar region where the main study was conducted. This situation was hard and unsafe for the researcher.

1.8. Operational Definition of Terms

Listening comprehension: entails the various processes involved in understanding and making sense of spoken language.

Listening strategies: are techniques that listeners utilize to the comprehension and recall of listening input.

Listening difficulties: are the internal and external characteristics that might interrupt text understanding and real-life processing.

Meta cognitive strategies: are techniques that listeners use throughout the listening process to manage their learning.

Cognitive strategies: are learning strategies that learners use in order to learn more successfully through repetition.

Socio-affective strategies: are strategies that enable learners regulate and control emotions, motivations, and attitudes towards learning.

Chapter Two

Review of Related Literature

2.1. Definition of Listening

Listening can be defined in different ways. Bodie (2017) states listening as a multidisciplinary endeavour. This means that listening cannot be defined in a single term. Bodie's actual words are as follows:

...given there are myriad theoretical frameworks appropriate for the study of listening, there too should be myriad definitions that help shape the field. When viewed as a theoretical term, listening derives its meaning from the surrounding theoretical structure. And because different theoretical structures propose different terms and processes, definitions—instead of a single definition—are the goal. When various meanings of listening are allowed, each of which depends “on the practical purpose pursued by an individual or team of scholars” our goal as listening scholars moves away from the pursuit of definitional consensus and toward exploring the many complexities of the listening process (p. 114).

Even though there is no conventionally agreed definition, the term listening has been defined by different researchers. Among the numerous definitions, the following are some:

To begin with the early definition, Underwood (1989) defines listening, as it is an act of paying attention to what we hear and trying to get meaning from oral inputs. This brief definition attempts to mean that listening, as an activity, requires concentration to grasp meaning from something we hear. Unlike Underwood, Galvin and Pamela (1999) made distinction between listening and hearing. For them, hearing is perceiving sounds whereas listening is beyond hearing. From this, it might be fair to say that listening involves various processes including hearing.

Listening is a language skill, thus it can be developed through practice. Listening, according to Vandergrift (1999), is a complex, active process of interpretation in which listeners match what they hear with what they already know. “Complex” in a sense implies that listening requires diversified comprehension skills.

According to Morley (2001), listening is an activity of information processing in which the listener is involved in a two-way communication. Here, Morley seems to stress on the shared nature of

listening in mind when a listener communicates with the sender. Cook (2001) supports Morley's definition and says that listening involves both bottom-up and top-down processing where the former means listening to information that comes from the speaker and the latter refers to using prior knowledge and anticipations to make meaning while listening.

Rost (2002) defines listening more comprehensively as compared to the previous definitions of listening. He wrote the definition as follows:

Listening is a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation), and, creating meaning through involvement, imagination and empathy (transformative orientation).

These definitions, in general, represent that listening is not a passive skill as it was expected to be and that it is an active skill that demands more than receiving sounds. This means listeners actively engaged in understanding what the other being thinks, feels, wants or what the message means, and they are also active in checking out their understanding before responding with their own new message. With nearly the same meaning but different expression, Vandergrift (2002) pointed out that listening is an active interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding message. Hence, listening is an act of processing, interpreting and changing an incoming message into meaning in the brain with the help of prior knowledge and context.

Among the four language skills, listening is employed most frequently. As Gilman and Moody (1984) clarify that in every day communication situations, adult native speakers are engaged 40 percent to 50 percent of the time in listening; 25 percent to 30 percent in speaking; 10 percent to 15 percent in reading; and in writing less than 10 percent. It is undeniable that listening skills enhance the ability to learn and adapt new information, knowledge and skills because listening is the vital skill to provide the basis for successful communication and professional career. From this, we can understand that listening skill takes the major role in the communication process in our daily life and language learners make greater use of listening comprehension skills than other language skills.

2.2. Listening Comprehension

Different authors have defined the term listening comprehension differently. Rost (2002), for example, defined listening comprehension as an interactive process in which listeners are involved in constructing meaning. His definition implies that listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues. Whereas Arafat (2013) states that listening comprehension is an individual understanding of what he has heard and it is the listener's ability to repeat the text despite the fact that the listener may repeat the sound without real comprehension. Arafat's definition seems to mean that listeners may not construct meaning but can repeat what has been said by the source.

Brown (2001) defines listening comprehension, as it is the perception of information and stimuli received through the ears. For foreign language learners, developing the skill of listening comprehension is extremely important because Students with good listening comprehension skills are better able to participate effectively in class, being able to listen well is an important part of communication for everyone. In communicative situations, a student with good comprehension skills will be able to participate more effectively.

O'Malley, Chamot, and Kupper (1989) also more comprehensively defined "listening comprehension is an active and conscious process in which the listener construct meaning by using cues from contextual information and from existing knowledge, which relying upon multiple strategies resources to fulfil the task requirement" (p.434). Here, the common share between the above definitions is that comprehension is an active interactive process of perceiving information and constructing meaning.

Second language listening theories suggest that listeners are not passive receivers of oral stimuli, but they are active processors of information (Murphy, 1985; Mendelsohn, 1994). These theories illustrated that listeners construct meaning from oral input by drawing up on their prior knowledge of the world and of the target language, and generate information in their long-term memory and make their own interpretation of the spoken text. Since listeners have limited memory capacity for the target language, they use different listening comprehension strategies that are steps taken by

learners to help them acquire, store, retrieve, and/or use information (O' Malley, Chamot, & Kupper, 1989).

Regarding the active nature of listening, Holden (2004) states the following:

Listening comprehension has often been seen as a passive activity. It is, on the contrary, an active process in which the listener must discriminate among sounds, understand words and grammar, interpret intonation and other prosodic clues, and retain information gathered long enough to interpret it in the context or setting in which the exchange takes place. In short, listening is a complex activity which requires substantial mental effort (p.257).

Early foreign language listening research had an interest in a theory that being merely exposed to comprehensible input would improve listening skills and promote language acquisition, and it overlooked the processing of this input (Krashen, 1985). Listening research in recent years, however, has shifted to focus on how learners manipulate this input. To this reason, understanding the strategies foreign language learners tend to use to cope with the difficulties they experience while listening had become an integral part of listening research. Therefore, L2 (second language) and foreign language listening research has been increasingly directed to clarifying listener's mental processes and identifying facilitative strategies (Mendelsohn, 1995; Thompson & Robin, 1996; Vandergrift, 1999; Goh, 2000). From these ideas, it might be fair to say that learners' strategy use is the concern of current research in the field of English language teaching.

2.3. Learning Strategies

Numerous definitions of strategy exist in literature and it is not easy to generalize. Cohen (1996) defines learning strategies as learning processes that are consciously selected by the learner which may result in actions taken to enhance learning. For (Oxford, 1990), "Learning strategies are actions taken by the student to make learning easier, faster, more self-directed, more effective, and transferrable to new situations." Both definitions imply that learning strategies contribute to the development of the language system that the learner constructs and positively affect learning directly. Ellis (1996) perceives strategies as both observable and mental activities while Cohen (1996) sees them as deliberate, conscious and intentional processes. Therefore, it is assumed that strategies have a direct effect on inter-language development.

Although different researchers highlight different aspects of learning strategies, the common point is that learning strategies exist to solve some learning problems and to promote learning. Macaro et al (2007) have made a broader categorization about the purpose of language learning strategies. The main purpose of incorporating language-learning strategies into lessons is to enhance learning, to perform specified tasks and solve some specific problems. For instance, if a learner has difficulty in perceiving and analyzing the structure of an utterance, he or she can make use of a series of listening strategies. In other words, learning strategies make learning easier, faster and more enjoyable, compensate for a deficit in learning such as making use of prior knowledge while reading an advanced text in the target language.

2.4. Listening Strategies

Oxford (1990), cited in Abdelhamid (2012), defines listening strategies as the techniques that learners utilize to improve the use of the target language information, while Vandergrift (2003) asserts that listening is a complex, active process of interpretation in which listeners try to suit what they hear with their prior knowledge. This idea implies that listening as a process is more complex for foreign language learners who have limited memory capacity of the target language and seems to suggest FL learners to utilize various listening strategies.

Researchers have provided different taxonomies for listening comprehension strategies. For example, Rubin (1989) classified language-learning strategies into two main categories; (strategies that have a direct effect on learning, and processes that directly influence learning) and many more subdivisions (clarification/verification, monitoring, memorization, guessing/ inductive inferencing, deductive reasoning, practice, processes which create opportunities for practice, and production tricks). On the other hand, Oxford (1990) divided these strategies into direct (cognitive, memory, and compensation) and indirect (strategies which do not affect the language tasks directly including metacognitive, affective and social) strategies. However, the theoretical framework for this study is the categorization offered by O'Malley and Chamot (1990). This is one of the widely used classification until recently. They believe that language entails active and dynamic mental processes and thus classify learning strategies in accordance with the information-processing model into three major categories: metacognitive strategies, cognitive strategies and social/affective strategies.

Chamot, (1995) explained it and stated “the classification system that best captures the nature of learners' strategies and the process associated with listening as an active skill is based on the distinction in cognitive psychology between meta-cognitive strategies, cognitive strategies, and social/affective strategies." From these ideas, it is fair to say that metacognitive, cognitive and socio-affective strategies facilitate comprehension and make learning more effective.

Researchers have conducted several different studies about the use of listening strategies by learners. Hadijah and Shalawati (2019), for example, conducted a study on listening comprehension strategies applied by English language learners. Their paper focused on exploring three listening comprehension strategies applied by the English learners in interpretative listening subject; meta-cognitive strategies, cognitive strategies and Social/affective strategies. They employed mixed-method describe what listening comprehension strategies used more often by English Students. Thirty-seven fresh year learners taking interpretative listening subject filling out 32 questionnaire items. The data was analysed with both qualitatively and quantitatively. The finding reveals that the learners had been familiar with the three strategies and frequently apply them based on their needs in listening processes, such as before, while, and after listening.

According to Abdelhamid (2012), “skilled learners were found to use more strategies than their less skilled counterparts did” (p.5). In addition, there were differences in the types of strategies skilled and less-skilled learners used.

Vandergrift (1999) pointed out that cognitive strategies are most frequently employed by less efficient learners whereas social strategies are utilized least frequently. The more efficient learners often applied strategies. Moreover, the less efficient learners utilized bottom-up strategies, but they did not use top-down strategies (Graham, Santos, & Vanderplank, 2008; Shang, 2008). For a better clarification, each of the strategy type is briefly discussed in the subsequent section.

2.4.1. Meta-cognitive strategies

Meta cognitive strategies can be defined differently from different angles. Among the various definitions, Rubin’s (1987) and Goh and Taib’s (2006) definition get much attention. For Rubin, MCSs are management techniques employed by learners to have control over their learning through planning, monitoring, evaluating, and modifying. To put Rubin’s definition in another

way, MCSs are planning strategies, in which listeners elucidate the objectives of an anticipated listening activity and attend to particular aspects of the aural language input or situational details that facilitate the comprehension of aural input. Goh & Taib (2006), in the same view, said, “MCSs are the abilities to understand one’s own method for learning and assimilating information, that is, thinking about one’s own mental processes in a learning context” (p.223). Despite their difference in wording, these experts agree on the importance of meta cognitive skills because they play the role of managing and supervising learners’ strategy use, and for planning, monitoring, and evaluating mental processes and for managing difficulties during listening. Indeed, such manipulation functions help learners define task objectives and propose strategies for handling them. They direct learners’ attention to specific aspects of language input, such as discourse markers, content phrases, and main ideas.

Previous studies have found that there is an important distinction between skilled and less skilled L2 listeners in their use of MCSs (e.g., Bacon, 1992; Goh, 2000; O’Malley & Chamot, 1990; Vandergrift, 2003). O’Malley & et al. (1989) found that as compared to less skilled listeners who give up and stop listening, skilled listeners use more repair strategies to redirect their attention back to the task when there is a comprehension breakdown. Similarly, Vandergrift (2003) found that skilled listeners used twice as many metacognitive strategies as their less-skilled counterparts. Oxford (1990), on the other hand, found that the more learners are consciously use MCSs, the better they get back to their focus when they lose it. Nonetheless, learners do not use these strategies very frequently despite the importance of self- monitoring and self-evaluation. Focusing on what the speaker is saying and deciding in advance what to pay attention are examples among the types of meta cognitive strategy. The former enables the listener to focus his/ her attention on the speaker’s message without being distracted by any distracters. For instance, it can be useful in participating in the classroom, watching TV, listening to the radio, or talking to other people. The later, on the other hand, helps listeners employ selective attention as a technique to facilitate the comprehension process.

Another study conducted by Bacon (1992) by using a think-aloud procedure to investigate the listening strategies of university-level students learning Spanish using a quantitative analysis proven that the listeners use more cognitive strategies than metacognitive strategies. However, Goh and Kwah (1997) on the other hand conducted a survey on the strategy use of tertiary-level

students learning English as a Second Language in Singapore. They found that metacognitive strategies are the most frequently used strategies.

Bao (2017) conducted an empirical study on listening strategies instructed by teachers and strategies used by students. Participants were 174 non-English majors and 35 college English teachers. The results reveal that the mean score of the three strategies is meta-cognitive strategies = 2.2333, cognitive strategies = 3.0354, and social/affective strategies = 2.6949 and the overall strategies is 2.9449. There is inconsistency between the findings of the above studies.

2.4.2. Cognitive strategies

Field (2003) and Rost (2007) defined cognitive strategies as they are mental activities related to brain processing to think about language (cited in Yi-Chun, 2009). An earlier definition of CSs by Derry & Murphy (1986) shows that CSs are problem-solving techniques that facilitate the acquisition of knowledge or skill learners use to handle the learning tasks and. From these definitions, it can be said that these strategies are strategies of direct manipulation or transformation of the learning since they are more directly allied to a learning task. Vandergrift, (2003) pointed out that language learners use cognitive strategies to help them process, store and recall new information.

According to (Abdalhamid (2012), examples of sub cognitive are “Trying to comprehend without translating, focusing on the main words to understand the new words, relying on the main idea to comprehend the whole text, guessing the meaning based on either contextual or linguistic clues” (p.17). Abdalhamid (2012) again pointed out two broad types of CSs -bottom up and top down. In bottom-up strategies, the listener translates word-for-word, tries to understand each word repeats words or phrases softly or mentally, adjusts the rate of speech, piece things together from the details. On the other hand, in top-down strategies the listener predicts, uses the main idea of the speech to guess the meaning of the unknown words, form pictures mentally comprehend texts, infers, elaborates and visualizes. Previous research has revealed that advanced learners employ more top-down strategies than that of beginners (O’Malley, Chamot, & Kupper, 1989; Teng 1998; Vandergrift, 1999).

In addition to top down and bottom up processing, there are formal practicing strategies such as translate words or sentences into mother tongue language, apply the new vocabulary, phrases, or grammar, and practice English listening in daily lives.

2.4.3. Socio-affective strategies

In Chamot and O'Malley's (1987) classification of listening strategies, the last categorized are socio-affective strategies, which deals with the attempts to create and promote positive emotional reactions and attitudes towards language learning. Vandergrift (2003) defined SASs as they are the techniques listeners employ to collaborate with others, to verify understanding, or to lower anxiety. According to Gardner & MacIntyre (1992), the socio-affective strategies are very important to control learning experiences, the learning context and learners' social-psychological factors. They suggest strategies such as keeping calm and not be nervous, self-encourage through positive-self talk, asking the speaker to repeat what he or she said, asking classmates or teacher questions students do not understand, and feel confident in understanding the whole contents.

Aneiro (1989) in his research found a significant correlation between low anxiety and high listening performance, which suggests using socio-affective strategies could facilitate and enhance listening. On the contrary, O'Malley & Chamot (1987) found that among the four strategies of management, cognitive strategies, social strategies, affective strategies in listening comprehension, social and affective strategies influenced the learning context immediately. To negotiate these contrary ideas, considering the listeners awareness of the social and affective strategies, the way they use in listening classroom, and what type of listener they are matters because this factors determine the decision whether these strategies affect listening or enhance listening.

Abdalhamid (2012) conducted a study on listening comprehension strategies of Arabic-speaking ESL learners. Thirty Arabic-speaking ESL learners completed a listening comprehension test and a listening strategy use questionnaire. His findings indicate that that advanced and intermediate ESL listeners use a great deal of socio-affective strategies. However, his findings are inconsistent with Teng's (1998) findings. Teng conducted a study on 51 Taiwan college freshmen to investigate their use of listening comprehension strategies through a listening test and a Likert-scale listening

comprehension questionnaire. The findings reveal that affective strategies are the least ranked strategies among the six categories of learning strategies proposed by Oxford (1990).

2.5. Importance of Listening Strategies in Developing Listening Comprehension

Vandergrift (2003) claimed that foreign language (FL) teaching practices have, until recently focused mainly on reading, writing, and speaking as the skills necessary in language acquisition. This is because before the 1970's, listening was given little attention and considered as a receptive skill in language learning where "students listened to repeat and develop a better pronunciation" (Vandergrift, 2011). Even though listening is now acknowledged as an active mental process, it is still "difficult to describe".

However, Mendelsohn (2006) suggests:

What researchers have been able to determine is that for aural information to be understood, it requires effective use of strategies on the part of the listener. This is of particular importance in foreign language learning because without effective strategies, students' listening comprehension becomes challenging, problematic, and ineffective (p.1).

Therefore, since the early 1980's, scholars have been studying the learning strategies used by effective listeners and recommending to teachers that one of the main goal in the designing of listening lessons should be to instruct students how to handle information (Mendelsohn, 1994). Chamot (1995) explained the notion of listening as a cognitive process in terms of stages where information in the form of sound reaches the listener's auditory and/or visual receptors, and then filtered by the listener's short-term memory, working memory, and long-term memory (p.16). To support this view, Chamot (1995) added that teachers need to help learners recognize what is relevant from what is not because the goal is for meaningful information to reach long-term memory.

To call listening a process, therefore, there should be the listener's sensible use of strategies and the parallel interaction between 'bottom-up' and 'top down' processing. This process also known as parallel processing that call for the learner to use prior knowledge (top-down) to interpret meaning and linguistic knowledge (bottom-up) in order to discriminate between familiar sounds.

The aim is for the language listener to use parallel processing in order to perceive, interpret, and respond to the information being heard (Lynch & Mendelsohn, 2009). Understanding the process of listening comprehension is important because it gives clues as to what language learners do when they are faced with deciphering aural information.

Mendelsohn (1995), on the other hand, calls for a strategic based approach to teaching listening and advises teachers to focus on teaching language listeners how to develop "meta strategic awareness" in order to help students become autonomous learners. Mendelsohn's (1995) opinion is very concise and overt L2 listening pedagogy paradigm because his technique focuses on process instead of product.

Mendelsohn (2001) suggested that testing should not be the focus of language listening in the classroom rather the focus should be on practicing listening comprehension through a variety of sources that takes into consideration the proficiency level of each listener, and offers many opportunities for learning. Vandergrift's (2011) view noticeably summarizes the above ideas. He asserts that learning listening, therefore, requires the interactive adaptation between metacognitive, cognitive, and socio affective strategies to facilitate comprehension and to make learning more effective.

2.6. The Role of Listening Strategy Instruction

The impact of instruction in strategy use is of paramount importance. In order to make the strategy instruction effective, MacIntyre and Gardner (1994) proposed that one needed to know first under which condition the learner used the strategies well.

Strategy training addresses only one variable (e.g. increasing knowledge) may not be effective if it does not increase the perception of effectiveness and ease of use. As a result, training that simply demonstrates a particular strategy without showing when it will most effective is less likely to produce high rates of use than training that also shows when to use it.

Therefore, instruction that aims to improve the learners' use of strategies needs to take account of these conditions to increase the learners' motivation, to inspire in the student perception that he or she knows the strategy well. It will make them effective, and that it is not difficult to use by

promising the mastery of language processes to reduce the uncertainty and anxiety, and maintain or improve both attitudes and motivation.

Several researchers have conducted numerous studies on the effectiveness of strategy instruction. O'Malley and Chamot (1987), for instance, investigated the effectiveness of strategy instruction on ESL learners in the classroom. He found that listening strategy instruction is more successful if we consider the time spent on instruction and practice.

Thompson and Rubin (1996) conducted a longitudinal, classroom-based study to investigate whether systemic instruction in the use of a range of cognitive and meta-cognitive strategies would result in an improvement of listening comprehension performance in Russia. The result found was that the systemic instruction in the use of cognitive and metacognitive strategies improved listening comprehension.

Vandergrift (2003) suggested a positive role for listening strategies and the importance of instruction. In all the studies above focused on the effects of listening strategy instruction and noted a positive correlation between strategy instruction and development of listening comprehension.

2.7. Phases of Listening

Listening comprehension has three well-structured stages: pre, while and post listening stages (Brown, 2018).

2.7.1. Before listening

The pre-listening stage includes activities that prepare learners for what they will hear, how they will do and how they approach the activities. Newton & Nguyen, (2018) pointed out that the aim of the pre-listening phase is activating schematic knowledge which tends to influence the task success or facilitate the comprehension. Rajaei (2015) also stated that listeners equipped with background knowledge were found to outperform listeners lacking such knowledge in listening comprehension tests. However, L2 listeners' background knowledge is limited. This implies that without background knowledge, listeners were found likely to inaccurately understand the listening input. In addition, Rajaei (2015) suggests that to activate schematic knowledge the pre-listening phase, also aims at initiating linguistic component required to comprehend the text. This

aim of the pre-listening phase collaboratively smoothen listening comprehension. To support this idea, Bei and Xinguang (2017) conclude that the connection between background knowledge and linguistic information is what sought for when listening takes place.

For Owolewa and Olu (2017), schematic and linguistic knowledge are not enough for effective listening, positive listening attitude is also required. This means, listeners should be prepared with attentiveness and stay focused since listening cannot be effective if listeners lack interest and concentration. Moreover, attitudes about the listeners themselves, the listening environment, and the purpose or the goal of the listening take part in determining success in listening tasks.

Therefore, pre-listening activities help students make decisions about what to listen for to focus their attention while listening, encourage them to bring cultural, linguistics and personal knowledge to bear on the task. They should also serve to enhance a positive listening attitude. The students are needed to conscious any knowledge they have about the content, background, the setting and the participants and goals or purposes of the listening text. Therefore, it is a kind of preparatory stage which ought to make the context explicit, clarify purpose and establish roles, procedures and goals for listening. Next, a purpose for listening must be established: what information is needed, and in how much detail.

2.7.2. *While listening*

During the listening stage, students should be encouraged to monitor their level of comprehension and make decisions about appropriate strategy use (Holden, 2004). While- listening exercises should be interesting and challenging. This is highly complex task, made all the more difficult because teacher intervention is impossible at this stage. Thus, consistent and systematic training in the use of strategies appropriate to particular tasks and extensive pre-listening activities need to be incorporated into any program of listening instruction.

Examples of the while listening strategies are making connections while listening, visualization, knowing how words work and monitoring (<https://readwritethink.org>). In making connections, while the listeners listen to the story, they make connections with their own experiences or stories they have read or seen. Visualizing is achieved when the listener make pictures in their head about what is happening. On the other hand, knowing how words work this is done by jot down any words the listeners do not know as they listen. In monitoring, the listeners follow the sequence of the story by jotting down notes or creating a story map while they listen (<https://readwrite.org>).

2.7.3. Post listening

Post listening strategy provides an opportunity for learners to evaluate their level of comprehension, compare and discuss strategies and reflect on alternative strategies to the tasks. To put it in another way, the emphasis in the post-listening phase is on helping students with difficulties, and reflecting on performance. Students are expected to use various listening strategies after listening a certain text. According to Buck (2001), “The whole class checks answers, discusses difficulties such as unknown vocabulary, and responds to the content of the passage, usually orally, sometimes in writing” (p.61). This means that learners identify their problem in listening, reflect on their problems and work on solving them.

2.8. Teacher’s Role in Teaching Listening strategies

‘To teach’ means, according to Underwood (1989), ‘to facilitate the learning’. Therefore, providing the necessary support and guidance for the learners is the role of the teacher. Teachers need to be active in creating student commitment through the way they set up suitable listening strategies for a specific listening task. They should build up students’ self-reliance by helping them listen better rather than by testing their listening abilities. This is to say that, the teacher is expected to train students to plan for the successful implementation of listening strategies to complete the listening task, to monitor their comprehension during a listening task, and to evaluate the approach and outcomes of a listening task (Vandergrift 1999). Here, Vandergrift puts emphasis on teachers need to provide planned and systematic opportunities for their students to learn how to develop these essential skills. For instance, the teacher should teach students how to employ listening strategies while they are doing listening tasks. In the same view with Vandergrift, Underwood (1989) notes that teachers who plan and conduct listening sessions in purposeful way will find that their students grow in confidence and soon being to experience the pleasure that listening can bring” Therefore, teachers have a role of providing learners systematically planned listening strategies to develop learners’ self-reliance and autonomous learning. In doing so, the teacher is needed to be as director, operator, and feedback provider.

Regarding the overall listening work, Underwood (1989) suggests some general considerations. These are whether listening is a part of a general lesson or a separate one; determining the location of the listening class; knowing what equipment is available and ensuring if it can be handled well,

preparing recordings if necessary, allotting the amount of time for the listening work, preparing the necessary support and deciding when and how to test. In addition, Harmer (2001) puts these roles of the teacher, as a teacher is organizer, machine operator, feedback organizer and prompter. To do so, teachers have to make adequate preparation in the selection/designing of the listening strategies to their students. They should provide learners with all the necessary help in a supportive manner (Sheerin 1987).

2.9. Students' Role in Learning Listening Strategies

Not only teachers have responsibilities in teaching listening comprehension strategies but also students have their own roles in the teaching and learning process. According to Underwood (1989), students will become more proficient in listening to English if they apply the strategies they use naturally in mother tongue listening rather than trying to follow the spoken language word by word. They should increase their knowledge of the cultural context in which the language is spoken, and accept that partial interpretation of what they hear is often sufficient for understanding.

2.10. Problems Learners Face in Using Listening Strategies

According to Azmi and et al. (2014), learners encounter lot of difficulties in the processes of listening comprehension and the purpose of studying listening is to be aware of these problems and try to solve them. Some of these problems are quality of recorded materials, cultural differences, and accent. They said that when listening texts contain known words it would be very easy for students. Another major problem that they point out is length and speed of listening. They stated that the level of students could have a significant role when they listen to long parts and keep all information in their mind. These scholars seem to mean lower level students face difficulties to listen longer texts and complete the listening tasks instead they prefer to listen short listening passages because short passages make listening comprehension easy for learners and reduce their tiredness. Underwood (1989) supports this notion and note that speed can make listening passage difficult. This means that students may have serious problems to understand L2 words if the speakers speak too fast; and listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension. According to Goh (1999), 66% of

learners mentioned a speaker's accent as one of the most significant factors that affect listener comprehension.

For Bloomfield et al. (2010), one of the serious problems of listening comprehension is related to the pronunciation of words that is different from the way they appear in print because the spoken language varies to the form of the written language, the recognition of words that make the oral speech can create some difficulties for students. According to Vandergrift (2007), in addition to identify the words despite their unfamiliar pronunciation, students should try to decide which linguistic part belongs to which word and prosodic features of spoken language like where the stress falls, weak forms and strong forms of words, and intonation also affect the comprehension of oral text. Buck (2001) mentioned many problems in listening activities like unknown vocabularies, unfamiliar topics, fast speech rate, and unfamiliar accents.

According to Hasan (2000), unfamiliar words, difficult grammatical structures, and the length of the spoken passages are the most important factors that cause problems for learners' listening comprehension. She added that clarity, lack of interest, and the demand for complete answers to listening comprehension questions are the serious difficulties of students' listening comprehension. Yagang (1994), on the other hand, find out four sources for listening comprehension problems named the message, the speaker, the listener, and the physical environment. According to Teng (2002), four factors called listener factors, speaker factors, stimulus factors, and context factors influence students' listening comprehension.

Majority of the previous studies were conducted to compare skilled and less skilled learners' listening strategy use. These studies also employed a single data-gathering instrument except some. Some others focus on a single strategy and the overall listening strategy and sub strategies are not clearly identified. What makes this study different is that it seeks to explore students' own use of listening strategies in EFL class using three data collection instruments to better triangulation.

Chapter Three

Research Design and Methodology

3.1. Design of the Study

This study aims to investigate the students' use of listening comprehension strategies in EFL classroom. The study design was descriptive survey design with both quantitative and qualitative in nature. Descriptive survey method was used to conduct an investigation of the opinions or experiences of groups of people based on a series of questions. Furthermore, descriptive research is devoted to gather information about the prevailing situation for the purpose of description and interpretation (Kothari, 2004, p.37). Survey design can produce not only descriptive summary, but also generalized statements based on large databases (Cohen, Manion, & Morrison, 2000, p. 171). Moreover, survey design is good for providing information for curriculum development, including needs analysis and program evaluation, as well as researching certain topics (Brown, 1997).

3.2. Subjects and Sampling Techniques

The subjects of this study were 39-second year English majoring students and five English language teachers of Samara University. Samara University was selected using convenience sampling because the University is the place where the present researcher has been working. The researcher is familiar with the University community and it would be possible to get adequate information from the participants. Second year students were selected purposively since the stated problem existed in and the researcher anticipates conducting a survey research on the problem. Their number was 39. Out of this number, five students were randomly selected for interview and the rest 34 students were included as a subject for the listening comprehension test and listening strategy questionnaire. The study was also include five English language teachers. The teachers were selected purposively.

In general, 34 students for questionnaire and listening comprehension test, five students and five teachers for interview involved throughout this study.

3.3. Data Collection Instruments

To stimulate the required information, the following methods of data collection instruments were employed.

3.3.1. Listening comprehension test

A listening comprehension test was used as a tool in this study. The purpose of the listening test was serving as a listening input for participants to reflect with regard to their mental strategies during the completion of the listening strategy questionnaire items (Abdalhamid, 2012). The listening test would also help participants to reflect on the challenges they face while using the listening strategies during the listening process. The test was adapted from TOEFL listening comprehension test. It included 10 multiple-choice items supported by an audio text. Contents in the test were modified to contextualize with the level of the students. Participants listened to an audio text twice and completed the comprehension questions.

3.3.2. Listening strategy questionnaire

The other data gathering instrument for this study was a listening strategy questionnaire. According to Wilson and McLean (1994), the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse. Therefore, questionnaire was used to collect data from the student participants. Items in a questionnaire about the listening comprehension strategies that the students use were partially adapted from Cross (2009), Yi-Jiun (2010), and Abdalhamid (2012). The questionnaire for students was 30 close-ended 5point Likert scaled listening strategy questionnaire items ranging from “1= I Never... to 5= I Always...” According to (Kothari 2004), “Likert-type scale is advantageous in that it can be performed without a panel of judges, and it is considered more reliable because under it respondents answer each statement included in the instrument” (p.86). Before administrating the questionnaire, the validity and reliability of the questionnaire items were checked through expert evaluation and pilot testing. Finally, it was distributed to 34-second year English majoring students.

3.3.3. Interview

Interview was the other data-gathering tool in this study. The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. More information in greater depth can be obtained through personal interviews (Kothari 2004, p.97). In order to study students' use of listening comprehension strategy in EFL classes, the researcher used five Semi structured interview guides. As it is suggests by Nunan, (1992) semi structured interview was chosen for the sake of making the questions flexible and for giving the interviewees more control over the course of the interview. Interview guide was prepared in accordance with the purpose of identifying the challenges students face in using listening strategies. First, the researcher had the consent from all of the respondents of the study to take part in the interview. Then, the interviewer explained and clarified both the purpose of the research, and an attempt would be made to follow upon incomplete or unclear responses by asking additional probing questions. After the quantitative data was gathered through the listening test and the listening strategy questionnaires, the interview was conducted with five students and five teachers on an individualized. The interview session took 10-15 minutes each, and recorded to make it proper for transcription and discussion.

3.4. Development and Validation of Data Collection Instruments

All the three instruments (Listening Strategy Questionnaire, Listening Comprehension Test, and interview items) were developed based on the research objectives and the research questions to gather the relevant data and to answer the research questions effectively. The instruments were pilot tested and evaluated by senior colleagues in the field of ELT before the main data collection.

3.4.1. Reliability of the Listening Strategy Questionnaire

To test and approve the procedures to be used in the main data gathering process, a small-scale pilot study was accompanied. The aim of the pilot study was to make sure that whether the listening strategy questionnaire items and interview items are reliable. According to Abdalhamid (2012), pilot study helps to address the reliability of the listening questionnaire accordingly. Because of the small number of the population, the researcher could not get other students majoring in English in the main university for the pilot study. Therefore, the researcher decided and forced to go to another university for the pilot study. For the pilot study, the researcher chose second year English majoring students of Wollo University as a pilot study. The reason was that the University is a

second-generation university established and opened with in the same year like Samara University. The university is also relatively not far from the main university than other second-generation universities. The level of EFL learners who participated in the pilot study was similar to the levels of the target participants in the main study. Because both are second year students and took similar courses.

In the pilot study, the researcher administered a listening questionnaire for ten students randomly. Besides, the researcher carried out interview with two students. Upon the completion of the pilot study, the reliability of the LSQ data was checked through Cronbach's Alpha Coefficient. Cronbach alpha level shows that to what extent measurements are free from errors and the results are similar over different forms of the same instrument or occasions of data collection. The reliability coefficient is from .00 to .99 (Cohen (2000)). The Cronbach's alpha level of the LSQ for this study is .91. Cronbach alpha's above .6 and closer to 1.00 are reliable (Fraenkel and Wallen, (1996). Alpha level of sub strategies is .77 for metacognitive (12 items), .79 for cognitive (12 items), and .82 for socio-affective (six items). Therefore, all items for this study are reliable and acceptable. After all some modifications were made to the items in the data collection instruments. For example, two questionnaire items were replaced, and wording and clarity in the interview items were improved.

3.4.2. Validity of the listening comprehension test

The other instrument validation method was inviting five colleagues to judge the validity of the listening test item, the average result gained from them confirms that the test is valid and acceptable. Finally, these instruments were used in the main study.

3.4.3. Reliability of the listening comprehension test

To check the reliability of the listening comprehension test Cronbach's alpha level reliability test was run, and the internal consistency was found to be α of 0.88, which is a good and acceptable stability.

3.5. Methods of Data Analysis and Interpretation

Both quantitative and qualitative method of data analysis were used to analyze the raw data. According to Greene and et al. (1989), “integrating quantitative and qualitative research data provides opportunities for convergence and substantiation of results that are derived from different research methods” (p. 259). The data that were collected from listening comprehension test and from the listening strategy questionnaire were analyzed quantitatively in frequencies, percentages, means and standard deviations using SPSS version 25 (Statistical Package for Social Sciences). However, the data collected from interview data were analyzed qualitatively using verbatim and the results were discussed. Finally, conclusions and recommendations were drawn based on the analyzed data.

Chapter Four

Results and Discussion

4.1. Introduction

In this chapter, the information gathered from the listening test, the students' questionnaire, and student interview and teacher interview are presented, analysed and discussed. The analysis was categorized into four groups. The first category was the demographic characteristics of the students. It includes gender, age, and listening comprehension strategy awareness. The second category was about listening test data. The third category was about the students' use of listening strategies, such as meta-cognitive, cognitive, and socio/affective. The fourth and the last category was the analysis of the student interview and teacher interview data.

The objective of the study was to explore EFL students' use of listening comprehension strategies at University level. Thus, the data analysis made and the result gained from it intends to answer the following research questions:

1. What are the listening strategies that EFL students commonly use to comprehend listening texts?
2. What listening strategies do they use less frequently?
3. What are the challenges that these students face while using listening strategies in EFL classes?

4.1.1. Results of the Listening Test Data

Table 1: Results of the listening test

Score	0	1	2	3	4	5	6	7	8	9	10	Total
Frequency	2	4	5	7	7	4	2	3	-	-	-	34
Percent	5.9	11.8	14.7	20.6	20.6	11.8	5.9	8.8	-	-	-	100

Table 1 shows the result of the listening test. The test was a TOEFL listening test that consisted of 10 multiple-choice items. As it could be seen in the table, two students (5.9%) scored zero, four students (11.8%) scored one, and five students (14.7%) scored two. In addition, seven students (20.6%) scored three, seven students (20.6) scored four, four students (11.8%) scored five, two students (5.9%) scored six and the remaining three students (8.8%) scored seven.

Table 2: Summary of results by category

Score category	Under 5	5 and above	Total
Frequency	25	9	34
Percent	73.5	26.5	100

When we see the results by category, in Table 2, 25 students (73.5%) scored under five whereas nine students (26.5%) scored five and above. This showed that the number of students scored under five were twice and greater than the number of students scored five and above. The result might imply that majority of the students have problems of comprehending a certain listening text which can be resulted from use of either inappropriate listening strategies or no use of listening strategies at all.

4.1.2. Results of the Questionnaire Data

The purpose of the listening strategy questionnaire was to find out what listening strategies students use and what listening strategies they less frequently use. The data gathered using 30 listening strategy questionnaire items for meta-cognitive, cognitive, and socio-affective listening strategies was analysed using SPSS version 25. The questionnaire was a five point Likert scale represented by (1= never, 2= rarely, 3= sometimes, 4= often and 5= always). According to Adam (2019) all response the points are added and divided by the number of numbers. Therefore, the sum of these points is $1+2+3+4+5= 15$. The sum divided by the count number of numbers ($15\div 5$) brings the average cut point (3). The mean scores which are below three denote that students never or rarely use the listening strategies specified; whereas, the mean score, which is three, refers that students sometimes use the listening strategies and the mean score which is greater than three denotes that students often and always use the listening strategies given.

Thus, the greater the mean score is the more frequently use the strategies, but the less the mean score is the less frequently students use the strategies. Based on this, the result for metacognitive, cognitive and socio-affective sub strategies is tabulated, interpreted and discussed.

4.1.2.1. Students' use of meta-cognitive strategy

Table 3: Students' meta-cognitive strategy use

Descriptive Statistics					
No	Meta-cognitive strategies	N	Sum	Mean	Std. Deviation
1	Before listening, I prepare my mind to concentrate.	34	94.0	2.76	1.3939
2	Before listening, I plan myself to make progress.	34	92.0	2.70	1.4255
3	I clarify the objectives of an anticipated listening task and/or propose strategies for handling it.	34	88.0	2.58	1.4589
4	I predict or make hypotheses on texts by titles.	34	96.0	2.82	1.1407
5	I listen for main ideas first and then details.	34	97.0	2.85	1.4798
6	I can guess the meaning based on the context.	34	101.0	2.97	1.2182
7	While listening, I will check what part of content I do not understand.	34	99.0	2.91	1.5049
8	I will write down the words I do not know after the listening comprehension questions and look up the dictionary.	34	119.0	3.50	1.1348
9	While listening, I will double check again for my answer.	34	107.0	3.14	1.0483
10	I am aware of my inattention and correct it while doing listening test.	34	98.0	2.88	1.3203
11	After listening, I reflect on my problems, such as the key words that I do not understand.	34	114.0	3.35	1.2524
12	I identify my problem in listening and work on solving them.	34	102.0	3.00	1.4355
Overall Mean		2.90			

As it is indicated in Table 3, item 1 was intended to ask how often students prepare their mind to concentrate before listening (mean score= 2.76). Since the mean score was found to be below the average, the result shows that the majority of the students rarely or never prepare their mind to concentrate before listening. This indicates that preparing mind to concentrate is a less frequent MCS and only a few students sometimes or often use the strategy.

In item 2, an attempt was made to ask whether the students request themselves to make a progress before they listen. The result shows that many of the respondents reported that they rarely or never use the strategy (mean score =2.70). This implies that requesting to make a progress before listening was not often used by the participants of this study.

Item 3 was used to find out if the participants clarify the objectives of an anticipated listening task and/or propose strategies for handling it. The mean score for this item was found to be 2.58 since the majority of the participants reported never or rarely. The result reveals that this strategy is the least practiced strategy (because it has the lower mean score) among other MCSs.

Item 4 asked if the participants predict or make hypotheses on texts by titles (mean= 2.82). The result shows that many of the participants rarely use this MCS. This might imply that very few participants used the strategy frequently. Thus, Predicting or making a hypothesis on texts by title was found to be a less frequently used strategy, but a relatively frequent strategy as compared to the previous strategies (item 1-3) because the mean score of item 4 is a little bit closer to the average mean.

Item 5 was employed to ask if the participants listen for main ideas first and then details. The mean score for this item (2.85). This indicates that listening for main ideas first and then details was also less frequently used strategy by many of the participants.

In Item 6, the respondents were asked whether they could guess the meaning based on the context. From their response, the computed mean was 2.97. This implies that guessing meaning based on context was not noticeably used strategy.

Item 7 was used to ask if the respondents would check what part of content they do not understand (mean= 2.91). This shows that majority of the respondents rarely used the strategy.

Item 8 was intended to see if the respondents would write down the words I do not know after the listening tests and look up the dictionary. The result shows that majority of the respondents used this strategy frequently (mean=3.50). This strategy ranked first among all MCSs since it had larger mean score and an indication of a relative frequency than others.

Item 9 and Item 10 were used to check whether the respondents double check again for their answer while listening, and if they are aware of their inattention and correct it while doing listening test respectively. The computed mean for item 9 was 3.14 which indicates a frequent use. On the other hand, for item 10 the mean 2.88 indicates that there were lower rate of recurrence in being aware of inattentiveness.

The last two items, Item 11 and Item 12, asked how often the respondents reflect on their problems, such as the key words that they do not understand, and if they identify their problem in listening and work on solving them. The mean scores computed found to be 3.35 and 3.00, respectively. This implies that majority of the respondents frequently reflect on the key words that they do not understand and many of them identify other problems they have in listening.

In sum, the overall mean score for Meta cognitive strategies was found to be 2.90. This indicates that majority of the students relatively use some meta-cognitive strategies (however, eight items were less frequent out of 12).

4.1.2.2. *Students use of cognitive strategies*

A. Cognitive formal practicing strategies

Table 4: **Students' cognitive formal practicing strategies**

Item No.	Cognitive formal practicing strategies	N	Sum	Mean	Std. D.
13	While listening, I try to translate words or sentences into my mother tongue language.	34	129.0	3.79	.9779
14	While listening, I can apply the new vocabulary, phrases, or grammar I have learned to understand the content.	34	119.0	3.50	1.1612
15	I will practice English listening actively in daily lives, such as listening to English Radio, English songs, talking to foreigners.	34	94.0	2.76	1.3271
	Overall Mean			3.35	

In Table 4, item 13 and 14 (while listening, trying to translate words or sentences into mother tongue and while listening, applying the new vocabulary, phrases, or grammar a student has learned to understand the content respectively) were found to be frequently used cognitive formal listening strategies by participants (with total mean score = 3.79 and 3.50). This implies that these strategies are well practiced by the student participants.

However, strategy 15 was intended to ask if the respondents are practicing English listening actively in daily lives, such as listening to English Radio, English songs, talking to foreigners (mean = 2.76). The result shows that this strategy found to be less frequently used by the majority of the participants.

On the other hand, the overall mean (3.35) implies that students relatively frequently use cognitive formal practicing strategies.

B. Cognitive bottom up strategies

Table 5: Students' cognitive (bottom-up strategies)

Item No	Cognitive (bottom up strategies)	N	Sum	Mean	Std. Deviation
16	While listening, I try to understand each word.	34	109.0	3.20	1.0668
17	While listening, I repeat words or phrases softly or mentally.	34	114.0	3.35	1.2280
18	While listening, I piece things together from the details	34	92.0	2.70	1.2917
19	While listening, I will notice the information questions with who, how, when, where and what in the content.	34	98.0	2.88	1.3203
20	As I listen, I compare what I understand with what I know about the topic.	34	110.0	3.23	1.1562
	Overall Mean			3.07	

As it could be seen in Table 5, item numbers 16, 17, and 20 were the cognitive bottom up listening strategy used by majority of the participants. In other words, majority of the participants reported that while listening, they try to understand each word (mean= 3.20), they repeat words or phrases softly or mentally (mean =3.35), and as they listen they compare what they understand with what they know about the topic (mean= 3.23). However, piecing things together from the details (item 18, mean = 2.70) was found to be less frequently used cognitive bottom up strategies as their mean score is below 3 which expresses that majority of the students rarely or never use the strategy during listening. Similarly, noticing the information questions with who, how, when, where and what in the content (item 19. mean = 2.88) were also rarely used strategy. Even though there was a difference in individual strategies, the overall mean (3.07) indicated that students relatively used the cognitive bottom up strategies category.

C. Cognitive top down strategies

Table 6: Students' cognitive top down strategies

Item No.	Cognitive (Top down strategies)	N	Sum	Mean	Std. Deviation
21	While listening, I form pictures mentally to help me comprehend texts.	34	111.0	3.26	1.1094
22	I try to think in English instead of mother tongue	34	95.0	2.79	1.4518
23	I use the main idea of the text to guess the meaning of the words that I do not know.	34	106.0	3.11	1.3431
24	I connect the contents of listening to my personal experiences	34	93.0	2.68	1.4967
	Overall Mean			2.96	

Table 6 shows that two of the top down cognitive strategies (item 21&23) were found to be frequently used strategies by the students as their mean score was above 3. This implies that majority of the students often or always form pictures mentally to help them comprehend texts (mean= 3.26) and relatively listen for main ideas first and then details. However, trying to think in English instead of mother tongue (item 22, mean 2.79) and connecting the contents of listening to their personal experiences (item 24, mean 2.68) were less frequent top down listening strategies. The overall mean for cognitive top down strategies was found to be 2.96. This indicated that the average cognitive top down listening strategy use as reported by respondents was found to be less frequent.

D. Students' overall cognitive strategies

Table 7: Students' overall cognitive strategies

No	Cognitive Strategy type	N	Mean	Std. Deviation
1	Cognitive formal practicing strategies	3	3.35	.53002
2	Cognitive Bottom up strategies	4	3.07	.27085
3	Cognitive Top-down strategies	5	2.96	.27248
	Overall mean of cognitive strategy =		3.13	

Table 7 shows the students' over all cognitive strategies. The mean scores for cognitive formal practicing strategies and cognitive bottom up strategies was 3.35 & 3.07 respectively. This indicates that participants used the two cognitive strategies frequently. However, cognitive top-down strategies (mean=2.96) were found somewhat less frequent than the cognitive formal practicing and cognitive bottom up strategies.

4.1.2.3. Students use Of Socio-affective strategies

Table 8: Students use of socio-affective strategies

Descriptive statistics					
No	Socio affective strategies	N	Sum	Mean	Std. Deviation
25	If I do not understand what someone says in English, I ask him or her to repeat what he or she said.	34	87.0	2.55	1.3527
26	After listening, I ask my classmates or teacher questions I do not understand.	34	100.0	2.94	1.4552
27	I hope teachers can teach me more skills to improve my listening comprehension.	34	100.0	2.93	1.3013
28	While listening, I can keep calm and not be nervous.	34	92.0	2.70	1.4255
29	I encourage myself through positive-self talk.	34	81.0	2.38	1.4978
30	I am confident in understanding the whole contents.	34	97.0	2.85	1.4383
Overall mean		2.72			

Table 8 shows the students' use of socio-affective listening strategies, the mean scores of items 25-30 was below three. It was indicated that all of these strategies were found to be less frequently used strategies by students because the majorities of respondents reported that they use these strategies rarely or never. In other words, students less frequently ask for repetition, less frequently ask classmates or teacher questions they do not understand, less keep calm and not be nervous, less encourage themselves through positive-self talk, and are less confident in understanding the whole contents. The overall mean (2.72) also implies that the participants do not frequently use socio-affective strategies.

E. Students' Overall Listening Strategy

Table 9: Students' overall listening strategy

No	Listening strategy	No of items	Mean
1	Meta cognitive	12	2.90
2	Cognitive	12	3.13
3	Socio affective	6	2.72
	Overall mean	2.91	

Table 9 shows the overall listening strategy group statistics. The overall mean of group strategies found to be 2.90 for Meta-cognitive, 3.13 for Cognitive and 2.72 for Socio-affective. The mean scores of Meta-cognitive and Socio-affective strategies was found to be lower than the average mean. This indicates that the participants less frequently used these strategies. Meta cognitive strategies were relatively frequent than Socio-affective strategies because 2.90 is greater and nearer to the average mean (3) than 2.72. However, the only frequently used listening strategy on average were Cognitive strategies (mean= 3.13) since the mean score was above the average mean. Moreover, the average mean score of the three listening strategy types was 2.91. The result showed that the overall mean was found to be lower than the observed mean. This indicates that the use of the participants listening comprehension strategies was less frequent when the strategies considered as a group.

4.1.3. Results of Interview Data

4.1.3.1. *Result of student interview*

The main purpose of the student interview was to find out the challenges that students face while using listening strategies in EFL classes and to check the students' listening strategy awareness.

The results of the interview helped the researcher to verify some of the results obtained from the questionnaire. To this effect, out of 39 students 5 students were randomly selected and interviewed.

The findings of the interview data are presented as follows:

i. Listening background/ strategy awareness

In interview item 1, the students were asked if they believe that they feel aware of listening strategies. Three of the students (S2, S3 & S5) said that they have poor listening background and they do not think they have an awareness about the different strategies. The students expressed the following in their own words:

“No, I am not sure. I do not think I have an awareness about the different strategies” (Student 2)

“A little but not more. Because my focus in lower grade was on grammar rules not on listening skill” (Student 3).

“No, I do not feel like that. Uh, we learn about listening strategies definition but we do not know their use and how to use them” (Student 5).

However, the remaining two students (S1 & S4) replied that they are aware of some common listening strategies such as writing down the words they do not know, looking up a dictionary and listening for main ideas. They reported as they are using these strategies in the three stages of listening to enhance their listening comprehension.

The students were asked what listening strategies they use to comprehend a listening test. Student 2 & 4 replied the following:

Well, I write the words I hear then uh...I try to translate it in to my language as much as I can. Then, I try to understand” (Student 2).

“Yes, of course. Uh, first...uh before the teacher introduce or start the learning, I will try the difficult vocabulary difficult vocabulary words and I understand or I will understand the topic generally. So, when the teacher introduce or learn the listening skill I will pay attention before the teacher start the learning skill the learning strategies skill” (Student 4).

ii. Problems encountered during the listening strategy use

Concerning the problems students face while using the listening strategies almost all of the students mentioned the following major problems and they reported that these problems are highly affecting their listening strategy use in particular and listening skills in general.

- A. **Inattentiveness and lack of interest:** As the majority of the student interviewees reported, their inattentiveness was resulted from the lack of interest, and getting bored of listening a teacher. Student 1 for example said, “I am not attentive, what the instructor told me.” Student 3 on his part said, “The major problems that hinder are lack of attention and disturbance.” This might indicate that the students prefer to listen recorded materials than the teacher’s voice.
- B. **Noisy classroom setting:** Many of the students (4 of them) confirmed that there were external noises that disturbed the teaching and learning process in the listening classroom. They reported that due to this problem, it was difficult to listen and understand the listening text. Nonetheless, one student did not notice it as a major problem (See appendix F).
- C. **Nonfunctional laboratory:** Another major problem that all students raised as a factor was the language laboratory. They reported that the laboratory is not functional and they have not got a chance to practice through it.

4.1.3.2. Result of Teacher Interview

The purpose of the teacher interview was to find out the challenges that students face in using listening strategies and to gather information about students’ awareness of the various strategies. Three of the teachers (T2, T3&T5) reported that they do not deliberately teach or be aware listening strategies to their students and they only deliver the lesson or give listening tasks.

The following are some examples from the respondents own words :(see appendix C)

“... In my experience intentionally I do not teach listening strategies, but sometimes uh... uh...in pre listening phase I sometimes not always in order to motivate the students, I introduce the concept of the listening activity. But as a general I do not use deliberately listening strategies for my students; I don’t teach them. I do not teach them but I introduce them to prepare them for listening only I have never teach them listening strategies for my students” (Teacher 2).

“Well, to be frank, I do not teach listening strategies consciously, but I try to aware my students the common strategies in the pre, while and post listening phase” (Teacher 3).

These teachers also stated that they feel as their students do not too much aware of the strategies.

“Ok, to be honest, you know to be honest, they are not too much aware of such kind of listening strategies. Uh, because there different problems or temptations that affect them or they face them they face ok they face because they do not have such kind of awareness in their lower grades, ok. This implies that there was a gap in creating an awareness to help the students to use the strategies.

Teachers were asked what listening strategies students use to comprehend their lecture; three of the teachers (T3, T4 & T5) reported that their students use some common strategies.

“Well, my students integrate skills while listening to a lecture. They write words and phrases that help them to do the listening activities. Then, they write vocabularies and find meaning; they also translate in to their mother tongue. They use their cell phones’ dictionary for unknown words” (Teacher 3).

“They take notes; write vocabularies and find meaning; they also translate in to their mother tongue” (Teacher 4).

These results corresponds with the result gathered through the listening strategy questionnaire.

Teachers were also asked what problems their students face while using listening strategies; all teachers reported that lack of awareness, noises around classroom, the absence of language laboratory, and lack of interest (see appendix C).

4.2. Discussions

The major findings obtained through the three instruments discoursed in so far discussed as follows:

Listening strategies that EFL students use to comprehend listening texts

The results of the study revealed that participants used meta-cognitive strategies such as writing down the words they do not know after listening and looking up a dictionary, double-checking again for their answer while listening, identifying and reflecting on their problems after listening such as the key words that they do not understand. The result corresponds with Goh's (1997) finding since they found that these sub metacognitive strategies are the most frequently used strategies. The consistencies of the findings might be because of the learners' background, level and preference to use the strategies.

Concerning the cognitive strategies, while listening, trying to translate words or sentences into their mother tongue language, while listening, applying the new vocabulary, phrases, or grammar they have learned to understand the content were frequently used cognitive formal practicing strategies. Similarly, while listening, trying to understand each word repeating words or phrases softly or mental and comparing what they understand with what they know about the topic were cognitive bottom up strategies that students frequently employed. Bottom up strategies are used better than top down strategies since the mean score is above the average (mean=3.07). This finding does not correspond with Teng (1998) and Vandergrift (1999) in which their findings show that learners use more top down strategies than bottom up strategies. In addition, while listening, forming pictures mentally to help them comprehend texts and using the main idea of the text to guess the meaning of unknown words were also frequently used cognitive top down strategies. The average mean score (2.96) indicates that top down strategies are to some degree less frequent and only a few participants often use them. The results of this study do not correspond to O'Malley, Chamot, & Kupper's, (1989) in which their findings show that learners employ more top-down strategies. This might imply that the trend of using prior experience in the previous study was better than the situation of the present study and proficiency level might has an impact on using a certain strategy. Thus, the student participants frequently employed the above listening strategies.

Listening strategies EFL students less frequently use to comprehend listening texts

Most of the participants less frequently used meta-cognitive strategies such as preparing their mind to concentrate before listening, requesting themselves to make progress, clarifying the objectives of an anticipated listening task, and predicting or making hypotheses on texts by titles were less frequently used strategies. In addition, listening for main ideas first and then details, guessing the meaning based on the context, checking what part of content they do not understand, and being aware of their inattention and correcting it while doing listening test found to be less frequent. The findings of this study is consistent with previous research findings (e.g. Bacon, 1992; Bao, 2017). Their finding shows that metacognitive strategies are the least practiced strategies than other strategies. This correspondence might indicate that the subjects in both studies are less efficient and their level and contexts are to some extent similar. However, the result does not correspond with Goh and Kwah's (1997) finding since they found these sub metacognitive strategies are the most frequently used strategies. The differences in result might imply that subjects of the previous study are effective listeners, but subjects of the current study lack control over planning, monitoring, evaluating, and modifying strategies

Regarding cognitive strategies, majority of the participants less frequently trying to think in English instead of mother tongue, connect the contents of listening to their personal experiences, piecing things together from the details were found to be less frequently used cognitive strategies. Furthermore, participants less frequently practiced while listening, noticing the information questions with who, how, when, where and what in the content, practicing English listening actively in daily lives, such as listening to English Radio, English songs, talking to foreigners.

The study also revealed that all the socio-affective listening strategies were less frequently used strategies. More specifically, asking the teacher repeat what he or she said, asking classmates or teacher questions they do not understand, hoping teachers can teach more skills to improve my listening comprehension were used less frequently. Similarly, keeping calm and not be nervous, encouraging themselves through positive-self talk, and being confident in understanding the whole contents were found to be less frequently used strategies. The results of this study matches with Teng's (1998) study on 51 Taiwan college freshmen to investigate their use of listening comprehension strategies; the findings reveals that affective strategies are the least used strategies. The correspondence of the two results show some degree of sameness in that social strategies are uncommon to subjects. However, the finding doesnot concur with the results of

Abdalhamid's study that showed advanced and intermediate ESL listeners use a great deal of socio affective strategies. This inconsistency might imply that there is a difference in the proficiency level and strategy awareness between participants.

Above all, when meta-cognitive, cognitive and socio-affective strategies considered as a group strategy, majority of the participants use many of the cognitive strategies frequently, but the meta-cognitive and socio-affective strategies were employed less frequently. However, meta-cognitive strategies are relatively frequent than socio-affective strategies. This finding do not match with Hadijah and Shalawati's (2019) result except the cognitive strategy. They study the listening comprehension strategies applied by 37 English language learners. They concluded that the learners had been very familiar with the listening strategies; they applied the strategies in their listening practices; Meta- cognitive, cognitive, and socio-affective strategies frequently. These scholars' subjects may be in a good level of strategy awareness and high level of proficiency.

Challenges that these students face while using listening strategies

Regarding to the challenges that students face while using listening strategies, as reported by both students and teachers, were inattentiveness, lack of awareness of the various listening strategies, and lack of motivation. This result is congruent with the findings of Hasan's (2000) study. Her results were lack of interest, and the demand for complete answers to listening comprehension questions are the serious difficulties of students' listening comprehension.

Many of the students (4 of them) confirmed that there were external noises that disturbed the teaching and learning process in the listening classroom. They reported that due to this problem, it was difficult to listen and understand the listening text. Nonetheless, one student did not notice it as a major problem. The result corresponds with Yagang (1994) in which physical environment is found to be a major problem, but inconsistent with the results of Bloomfield et al. (2010), Walker (2014), Goh (1999) and Underwood (1989).

Teachers were also asked what problems their students face while using listening strategies; all teachers reported that lack of awareness, noises around classroom, the absence of language laboratory, and lack of interest (see appendix C). These results support the result of the student interview. The result also corresponds with previous foreign studies like Teng (2002), Hassan (2000) and Yagang (1994). Their findings revealed four factors called listener factors, speaker

factors, stimulus factors, and context factors or the physical environment influence students' listening comprehension.

Chapter Five

Conclusions and Recommendations

5.1. Conclusions

The purpose of the present study was to explore the listening comprehension strategies used by second year English major students of Samara University who enrolled in regular stream.

The study seeks to answer (1) what listening strategies do EFL students use to comprehend listening texts? (2) What listening strategies do they use less frequently? And (3) What are the challenges that these students face while using listening strategies in EFL classes?

Based on the results, the following conclusions are drawn.

Subjects in this study use some listening comprehension strategies to comprehend a listening text. Some of these frequently used strategies are writing down the words students do not know after the listening tests and looking up the dictionary, reflecting on the key words that they do not understand, double checking again for their answer. Moreover, translating words or sentences into their mother tongue language, and applying the new vocabulary, phrases, or grammar they have learned to understand the content. repeating words or phrases softly or mental and comparing what they understand with what they know about the topic, forming pictures mentally to help them comprehend texts, and listening for main ideas first and then details. Many of the meta-cognitive and some cognitive strategies were found never and rarely used by students. Socio-affective listening strategies are the least used listening strategies. Subjects of this study relatively use cognitive listening strategies than meta-cognitive and socio-affective strategies. In short, students do not frequently use many of the listening comprehension strategies even though they use some. Students lack awareness of the various strategies and this problem directly contribute to the students' inexperience of the strategies.

5.2. Recommendations

Based on the findings of the study, the following recommendations were drawn:

- The overall listening strategy use of the participants found to be below the expected average computed result. Therefore, EFL teachers should prioritize teaching the most important listening strategies for their students and let them practice various listening strategies to create strategy awareness and to enhance better comprehension.
- EFL teachers should scientifically check what strategies do their students employ and what they do not by exposing them to different listening tasks.
- The socio-affective listening strategies are the least employed strategies. To improve the use these listening strategies, EFL teachers should use alternative interactive teaching methods.
- Further research is needed in the area about the mechanisms through which EFL learners improve their listening skills in general, and their listening strategy use in particular. Other researchers should conduct a research in other Ethiopian universities with larger sample size using other research methods and based on the proficiency level of the students for a clear insight of the students listening strategy use.

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Appendix A

Listening Strategy Questionnaire (LSQ)

Dear students, this questionnaire is designed to obtain data from EFL students about “The study of students’ use of listening comprehension strategies in EFL classes”. I kindly request you to provide me genuine information about the strategies you are using to comprehend a listening text, and the extent to which you use the listening strategies. I would like to assure you that your responses would be kept confidential and will not be used for any other purposes. You should not write your name and any identification information on the questionnaire.

Thank you in advance for your time and cooperation in this research endeavour!

Part 1: Demographic information of the participants.

Dear students, for information one & two, below, please select your sex and age and put a tick (✓) mark in the given box.

- 1) What is your gender? 1. Male 2. Female
- 2) What is your age?
- 1) Below 19 year 3) 26-30 year
- 2) 20-25 year 4) Above 30 year
- 3) Rate your listening comprehension strategy awareness.
1. Poor 4. Very good
2. Satisfactory 5. Excellent
3. Good

Part 2: Listening Strategy Questionnaire

The following table shows potential listening strategies that may be employed in the listening lessons to comprehend a listening text.

By responding to the following statements, simply you can help yourself and your teacher understand your progress in using the listening strategies and your progress in learning to listen.

Read each of them and rate the frequency of the strategies you may use in your listening lesson that describes how often you are encouraged to use the strategies.

For one statement, write only one number in the box under the frequency it represents. Use the scales given below:

Write 1 for Never; 2 for Rarely; 3 for Sometimes; 4 for Often; 5 for Always

	Statements	Frequencies				
		Never	Rarely	Sometimes	Often	Always
No	Meta-cognitive strategies					
1	Before listening, I prepare my mind to concentrate.					
2	Before listening, I plan myself to make progress.					
3	I clarify the objectives of an anticipated listening task and/or propose strategies for handling it.					
4	I predict or make hypotheses on texts by titles.					
5	I listen for main ideas first and then details.					
6	I can guess the meaning based on the context.					
7	While listening, I will check what part of content I do not understand.					
8	I will write down the words I do not know after the listening comprehension questions and look up the dictionary.					

9	While listening, I will double check again for my answer.					
10	I am aware of my inattention and correct it while doing listening test.					
11	After listening, I reflect on my problems, such as the key words that I do not understand.					
12	I identify my problem in listening and work on solving them.					
	Cognitive strategies (Cognitive Formal Practicing Strategies)					
13	While listening, I try to translate words or sentences into my mother tongue language.					
14	While listening, I can apply the new vocabulary, phrases, or grammar I have learned to understand the content.					
15	I will practice English listening actively in daily lives, such as listening to English Radio, English songs, talking to foreigners.					
	Cognitive (Bottom-up Strategies)					
16	While listening, I try to understand each word.					
17	While listening, I repeat words or phrases softly or mentally.					
18	While listening, I piece things together from the details					
19	While listening, I will notice the information questions with who, how, when, where and what in the content.					
20	As I listen, I compare what I understand with what I know about the topic.					
	Cognitive (Top down strategies)					
21	While listening, I form pictures mentally to help me comprehend texts.					
22	I try to think in English instead of Amharic					

23	I use the main idea of the text to guess the meaning of the words that I do not know.					
24	I collect the contents of listening to my personal experiences					
	Socio-Affective Strategies					
25	If I do not understand what someone says in English, I ask him or her to repeat what he or she said.					
26	After listening, I ask my classmates or teacher questions I do not understand.					
27	I hope teachers can teach me more skills to improve my listening comprehension.					
28	While listening, I can keep calm and not be nervous.					
29	I encourage myself through positive-self talk.					
30	I am confident in understanding the whole contents.					

Source: *Partially Adapted from Cross (2009) and Yi-Jiun Jou (2010), Abdalhamid (2012)*

Thank you for your cooperation!

Appendix B

Instructor Interview Guide

Dear colleague, I am conducting a research on “A study on students’ use of listening comprehension strategies in EFL classes...” This interview guide is designed to gather data on the major problems you and your students faced in listening classroom. I kindly request you to read this guide before the main interview session. Thank you in advance!

1. Do you teach listening strategies deliberately in listening lessons? If yes, what do you usually do to aware the various strategies to your students?
2. Do you feel that your students are aware of listening strategies? What listening strategies do your students use to comprehend your lecture? Do they use those strategies frequently before, while and after listening effectively?
3. What are the major problems your students face in using a particular listening strategy in a listening class?
4. Could you tell me some major sources of these problems? As a teacher, what do you do to fix these problems?
5. What is your plan for the future to improve your students listening strategy awareness? Do you have something to add?

Appendix C

Transcription of Teacher Interview

Interview with Teacher One (T1)

Interviewer: Thank you for your willingness to this interview session. In this interview, we are going to discuss some issues related to listening strategy awareness and the major problems that students face in listening classroom. Uh, so, as you know listening strategies are very important for students to or listeners to comprehend the listening text easily.

Interviewer: Do you teach listening strategies deliberately in listening lessons?

T1: *“Ok, before I proceed to give a response for you, it is my pleasure to, you know; give relevant response for you for your research because it is my professional responsibility to involve such kind of activities. Based on your question, uh, you know, sometimes I use different strategies for students deliberately: because different listening activities really or highly need different strategies or various types of strategies to inculcate for the students, ok. When students, you know, are not clear with the topic it is better to use different kinds of strategies to make it, you know, easy for students to easily understand, ok, the topic or the listening lessons.”*

Interviewer: Ok, what do you usually do to aware the various strategies to your students?

T1: *“Uh, depend on the condition, actually frankly speaking it is not possible to use strategies, you know, all of the time in listening sessions in listening classes because there are different kinds of problems that, you know, prevent students and teachers to apply or to use such kind of strategies. I sometimes use different strategies, ok, if they are very important or the listening session needs or requires such kind of strategies, ok, I sometimes inform students different strategies that they should use in the pre listening, while listening and post listening activities.”*

Interviewer: All right, do you feel that your students are aware of listening strategies? If so, do they use those strategies before, while and after listening effectively?

T1: *“Ok, to be honest, you know to be honest, they are not too much aware of such kind of listening strategies. Uh, because there different problems or temptations that affect them or they face them they face ok they face because they do not have such kind of awareness in their lower grades, ok. Some of... I mean few or very few students might have such kind of awareness about listening strategies. But most of the students do not have such kind of listening strategies, and to conclude or to sum up most of the students do not have the ability of or the awareness of listening strategy and because of these reasons or the result of this most of the students face to comprehend different listening activities in the classroom, ok. Because they are not aware of such kind of strategies, therefore, it is impossible to easily handle the listening activities or the listening texts.”*

Interviewer: All right, uh, what other major problems your students face in using a particular listening strategy in a listening class?

T1: *“Ok, actually, there are, you know, different major problems. The first one is according to our university there is no listening laboratory. This is the first and the most burning issue that affect students listening activity or listening sessions, okay, listening sessions. If, uh, there is no such kind of laboratory it is you know difficult to do different real listening, okay, real listening. Uh, there is no any means of to invite students to involve in such kind of dialogues for instance, there are different kinds of listening texts you have in audio form but they do not have get opportunities to listen native speakers’ dialect or use of language because of this problem; this problem. Another problem is, you know, the students themselves they are not interested. Okay, interested in doing or comprehending such kind of listening activities because they lack uh-huh knowledge or awareness. They are not aware ok about these strategies. Therefore, they are reluctant to do such kind of listening activities. The other problem is related to disturbances. External and internal disturbances. For instance, internal disturbance it might be personal. OK? Personal. When students are earning such kind of listening session, you know, they might feel anxious or they are, you know, stressed ok stressed. That means the lesson sometimes or the listening lesson sometimes can be what you know uncomfortable for the students and there are also external disturbances. For instance, as our university is a new university there are different constructions or construction activities are carried out outside. Therefore, such kind of disturbances may affect the listening activities.*

Interviewer: Ok, could you tell me some major sources of these problems?

T1: *“hmm... I hope there might be different sources as am I told you the first one is students does not have, I mean, students do not have prior knowledge, prior listening knowledge. Ok? Knowledge. Therefore, this intern highly affects the students listening activity. OK? Listening activity; this is, you know, one of the major sources. Therefore, they are not what willing, okay, willing to highly involve or engage in such kind of listening sessions. Ok sessions. The other sources you know the absence of uh listening laboratory also the major source ok the major source of this problem because there is no as I told you there is no any means of inviting students to have such kind of listening classes ok to listen the native speakers ok the native speakers. Therefore, this is the second and there are some other sources actually.”*

Interviewer: Right! What do you do to fix such problems?

T1: *“Ok. Personally, I try to do something in order to, you know, fix or address such kind of problems. And uh...at department we always discuss when we have meeting. When we have meeting in or order to fulfil such kind of listening equipment and listening laboratory. Therefore, I tried my best to have such kind of listening laboratory in the future for the students who will come in the future.”*

Interviewer: What is your plan for the future to improve your students listening strategy awareness? To aware them the different strategies, subscale strategies to your students. Do you have something to add?

T1: *“OK. Uh, you know I have some sort of plan in order to improve my students listening ability or listening skill. The First one is I plan to you know prepare some kind of listening videos and listening texts ok listening texts which can be recorded in various situations OK? Situations and I will collect such kind of listening texts and after that I try to invite students okay to listen even we don't have listening laboratory in our campus and I urgely Ok I urgely advise students to expose themselves in various listening activities, okay. Especially, something just like I advise them to listen different, you know, news which were produced or which are produced in English language for instance BBC, CNN, Aljazeera, and France 24 and something just like that ok. I ...I urgely you know advise them to expose themselves because language is not only acquired through learning or that means formal learning; by formal learning. Language can be acquired through you know; you know immerse yourself, Ok in different situations or informal situations ok. Therefore, I urgely and I strongly advise them to expose themselves for various kinds of situations or circumstances in order to improve their listening ability in particular and their language ability in general. Therefore, this is my plan that I propose for the future.”*

Interviewer: Ok, thank you. This all the information that I want from you relating to this listening strategy awareness and the problems. Uh, At last, let me give you a chance if you have something to add.

T1: *“Ok, actually, you know, I told you the very important things regarding to listening activity or listening strategies. Uh. The thing that I want to, you know, stress. Uh. You know, the university and our department should do, you know, strongly to have such kind of listening laboratory and to fulfil the necessary equipment ok equipment for instance tape recorder or some other; it might be earphone ok to invite students to practice such kind of real listening discourse. Therefore, this is the main thing I want to add.”*

Interviewer: Ok, thank you again for your time, effort and cooperation.

T1: *“It doesn't matter.”*

Interview with Teacher Two (T2)

Interviewer: First of all, thank you for your willingness to be interviewed. In this interview, we are going to discuss or we are going to consider issues related to listening strategy awareness and the problems that students face in listening classroom. So, the first question that I want to raise is related to listening strategy awareness. Do you teach listening strategies deliberately in listening lessons?

T2: *Ok. Thank you for selecting me for this interview. Uh, in my experience intentionally I do not teach listening strategies, but sometimes uh... uh...in pre listening phase I sometimes not always in order to motivate the students, I introduce the concept of the listening activity. But as a general I do not use deliberately listening strategies for my students; I don't teach them. I do not teach them but I introduce them to prepare them for listening only I have never teach them listening strategies for my students.*

Interviewer: So, do not you feel that your students are aware of listening strategies? Do not they use sub strategies effectively?

T2: *"No, because I don't teach them listening strategies; I only give them listening tasks. That is why they can use their own personal skill only to practice listening activities. So, they don't use."*

Interviewer: So, they are less aware of the listening strategies.

T2: *"Yeah. They do not have awareness; they have less awareness for listening strategies."*

Interviewer: All right! All right, what are the major problems you face or your students face in using a particular listening strategy in a listening class?

T2: *"Ok, as my understanding uh the problems for to use listening strategies in the classroom, the students uh...they are not uh...they do not have awareness for listening strategies and then uh even uh the task, the texts or the listening tasks does not let the students to practice listening strategies. Those are the problems in my understanding."*

Interviewer: what about the material or is there a listening laboratory or an equipment to practice listening?

T2: *"This is also the major problem in teaching listening and in using listening strategies. This is also the major problem; we do not have a lab in our institution. The lab is un-functional."*

Interviewer: So, you simply read aloud the text by yourself.

T2: *“Definitely! Definitely!”*

Interviewer: All right! Could you tell me some major sources of these problems?

T2: *Ok, the major problems are related with the curriculum. Uh, for example, when we see the listening activities in communicative skill I, there are tasks which are prepared from the listening but they do not have the listening text. So, this is the big problem which is related with the curriculum. And the teacher is also other, Uh ...the teacher can be also one source of a problem because we do not teach listening strategies for our students intentionally. That is why it can be a problem. The next even the students. Uh, when we teach listening activities they are not motivated. Of course, this can be raised from their knowledge for listening strategies. So, and also material when I say a material as a higher institution we do not have a material to practice listening; to teach listening or to practice listening. So, these can be major sources.*

Interviewer: So, What do you do as a teacher to fix these problems? Uh, for example problems related to you, problems related to your students, even if there is a problem in a curriculum a teacher can indirectly contribute by providing some information to curriculum developers.

T2: *“Ok, uh, as a teacher, I am expected to teach listening strategies for my students intentionally. In addition to this, the curriculum by itself has a problem. For example, last year we did, we try to solve the problem by ourselves; we could not get listening text, we find from the internet in order to answer the listening activities by ourselves. As a teacher, these can be a solution. In addition to this, uh, may be the government or the institution is expected to provide listening materials to teach listening activities. These can be may be solutions in order to solve problems which are related with teaching listening.”*

Interviewer: Ok, good. The last question is; what is your plan for the future to improve your students listening strategy awareness because it is expected from us to improve or to enhance our students listening comprehension strategy? What is your plan?

T2: *“Ok, as I told you before when I teach listening, I simply give the task and read the listening activity for my students. So, this is not good for my students to improve their listening skill. So, what I am going to do is I try to create good awareness and I am expected to teach them listening strategies in each phase-pre listening, while listening and post listening strategies. Students are expected to know them. So, I am going to teach them listening strategies for next when I teach, when I have listening teaching listening or listening task I will do this one.”*

Interviewer: All right! This is the information I want from you. Uh, at last, do you have something to add; something to say as a suggestion?

T2: *“Ok, what I want to add is we have a lab here may be in different institutions there is a lab, but the lab is not functional. Uh, we cannot teach listening using audio materials. This is impossible for us. So, I can recommend for institution or for government to provide audio-visual materials to teach listening. Curriculum developers should give high focus for listening and to teach listening, how to teach listening in providing materials. This is what I have.”*

Interviewer: All right. Thank you in advance for your cooperation and your time with me to give this information.

T2: *“Thank you for having time with you. Good luck.”*

Interviewer: Thank you.

Interview with Teacher Three (T3)

Interviewer: First of all, thank you for your willingness for this interview session. In this interview, we are going to discuss or we are going to consider issues related to students' listening strategy use and the problems that students face in listening classroom. Now we can start. Are you ready?

T3: *“Yeah, Sure!”*

Interviewer: Well. Do you teach listening strategies deliberately in listening lessons?

T3: *“Well, to be frank, I do not teach listening strategies consciously, but I try to aware my students the common strategies in the pre, while and post listening phase.”*

Interviewer: What do you usually do to aware the strategies to your students?

T3: *“Uh, when I teach listening, I try to arouse the students’ interest to listen; I write new words and invite them to guess. Uh, I ask what they expect to listen from the listening text. Then, I let them compare the contextual meaning with their predictions.”*

Interviewer: Do you feel that your students are aware of listening strategies?

T3: *“Oh, I do not think they are fully aware of the strategies because they do not have in depth prior knowledge about the various strategies. Teachers teach more of grammar lessons than teaching language skills. I did not observe them using the strategies. They simply ask, you know, for translation or they themselves translate the words they do not know using a dictionary. Uh, they sometimes reflect on the problems they face in extracting meaning.”*

Interviewer: Do you mean that students do not use other strategies except those you mentioned?

T3: *“I am not saying like that, I said they have problems in using the strategies due to the fact that they are less aware of the group strategies and individual listening strategies. So, I do not believe that they are using the right strategies except some cognitive and metacognitive strategy types.”*

Interviewer: What listening strategies do students usually use to comprehend your lecture?

T3: *Well, my students integrate skills while listening to a lecture. They write words and phrases that help them to do the listening activities. Then, they write vocabularies and find meaning; they also translate in to their mother tongue. They use their cell phones’ dictionary for unknown words.*

Interviewer: What about their social or affective strategy use? Do they ask you or their classmates for repetition if they missed something?

T3: *“Well, I faced this big problem during the listening classroom. They fear and do not interact each other although I informed them to be calm and confident enough. They are not interactive listeners; I always inform them to ask questions, to ask for repetition but they do not do that.”*

Interviewer: Uh, what are the other major problems your students face in using a particular listening strategy in a listening class?

T3: *“Actually, the problems are many in number, uh, but the main problems are the students’ lack of motivation, the different distractors (the hot weather, the noise, the classroom setting), and the absence of language laboratory are the major once. Uh, you know, the material also do not invite and motivate students to use the right strategy for better comprehension.”*

Interviewer: Well, could you tell me some major sources of these problems? For example, what causes the low interest of the learners?

T3: *“Umm, well, in my opinion, the first contributors are we teachers, and the concerned bodies. We have not worked what is expected from us. Because with no suitable condition to learn, it is not proper to claim on students, ok, to claim on students. So, I as a teacher take the big responsibility.”*

Interviewer: If you are the source of the problem, what do you do to fix these problems?

T3: *“This is a good question. Uh, I try to solve problems that are not beyond me. Umm, I talk with my colleagues and my students openly on how to improve the students’ language skills. As much as I can, I try to make listening lessons easy and understandable by selecting appropriate text that fits my students’ level.”*

Interviewer: What is your plan for the future to improve your students listening strategy awareness? Do you have something to add?

T3: *“For the future, I hope the laboratory will be functional because we have discussed to solve the problem. And I try to teach my students the different strategies that help them comprehend the listening text. Uh, I will update myself, too because unless I practiced to aware the strategies I cannot address the lesson as expected.”*

Interviewer: Well, this is all about what I want from you. Thank you for your information, time and effort.

T3: *“Ok, thank you.”*

Interview with Teacher Four (T4)

Interviewer: First of all, thank you for your willingness to be interviewed. In this interview, we are going to discuss or we are going to consider issues related to listening strategy awareness and the problems that students face in listening classroom. Now we can start. Are you ready? Do you teach listening strategies deliberately in listening lessons?

T4: *“Ok, thank you. Uh, in a listening lesson before I give tasks to my students I sometimes tell them how to comprehend the text in pre, while and post phases of listening.”*

Interviewer: Well, what do you usually do to aware the various strategies to your students?

T4: *“Good question. For example in pre listening stage, I try to motivate the students and inform them to be relaxed and motivated, and then I give unfamiliar words; ask them to guess the meaning and predict what will they listen. Then in the while listening I ask them to use their previous experience to understand the text. I ask them to share ideas after listening.”*

Interviewer: OK. Do you feel that your students are aware of listening strategies?

T4: *“Personally, I do not feel like that because there are many and important listening strategies, but the students use a few listening strategies.”*

Interviewer: What listening strategies do students usually use to comprehend your lecture?

T4: *“They take notes; write vocabularies and find meaning; they also translate in to their mother tongue.”*

Interviewer: What about their social interaction?

T4: *“Uh, they are silent; they do not interact even they do not ask questions they do not understand.”*

Interviewer: What are the major problems your students face in using a particular listening strategy in a listening class?

T4: *“Well, the major problem in using listening strategies is students are not ready to use a strategy. Uh, they have no experience of how to listen, what to listen and when to listen. They prefer grammar lessons instead of language skills.”*

Interviewer: What was your role in creating awareness for your students to use the different strategies?

T4: *“Emm, I try to inform them to listen in phases and select appropriate strategies for each phase.”*

Interviewer: What other problems could you mention?

T4: *“Uh, the other problem is the way we teach listening or our methodology of delivering the lesson is problematic. Meaning, we address lessons in such away without giving emphasis for appropriate teaching styles, methods, and materials. This is a burden for students to comprehend a listening lesson.”*

Interviewer: Could you tell me some major sources of these problems?

T4: *“Well. There might be different responsible stakeholders as a source of the problem. Obviously, we teachers believe as we are out of the problem, but we are the first responsible person for the problems existing. Another source is students themselves. Their motivational and interactional problems, their ‘uh-huh’ poor learning experience take a big share.”*

Interviewer: What is your plan for the future to improve your students listening strategy awareness?

Interviewer: Do you have something to add?

T4: *“Ok, what I want to say at last ‘emm’ listening is not given an emphasis in every level. Much work is expected in secondary levels for the improvement of tertiary level education. So, we must work hard to escape from the problems we have discussed so far.”*

Interviewer: Well done. This is all about our discussion. I thank you for your information, time and effort.

T4: *“It is my pleasure. Do not mention it.”*

Interview with Teacher Five (T5)

Interviewer: First of all, thank you for your willingness to be here with me. In this interview, we are going to discuss or we are going to consider issues related to listening strategy awareness and the problems that students face in listening classroom. Now we can start. Are you ready?

T5: *“Thank you. I am ready to answer your questions. Go on.”*

Interviewer: As you know, listening strategies are very important to comprehend a listening text effectively. So, do you teach listening strategies deliberately in listening lessons?

T5: *“Thank you. Uh, I agree with what you said about the importance of listening strategies. When I come to the point of teaching listening strategies, I sometimes teach common strategies traditionally.”*

Interviewer: What do you usually do to aware the various strategies to your students?

T5: *“Ok, before the main listening section, I introduce the topic and the students guess what will happen next in the story. Then, I write new words on the chalkboard; students write it on their notebook. We work on the meaning of those words then we continue to the next stage of listening.”*

Interviewer: Good. Do you feel that your students are aware of listening strategies?

T5: *“Uh, this is a good question. I am afraid to say my students are aware of the listening strategies. Because I observed them facing to understand the lesson at minimum pace.”*

Interviewer: What strategies of listening do your students use to comprehend your lecture?

T5: *“Good. Uh, my students use listening strategies such as writing new words, finding meaning, listening specific ideas and generalize it to understand; they sometimes use new vocabularies they translate to their native language.”*

Interviewer: If so, do they use these strategies before, while and after listening effectively?

T5: To some extent, they use some strategies during the listening process, but there are problems for their ineffectiveness in comprehension.

Interviewer: Well, what are the major problems your students face in using a particular listening strategy in a listening class?

T5: *“Ok, there are many factors, I mean, problems that affect the students’ to comprehend a listening text effectively. Poor listening background is one problem. As you know, our students learn and devote much time in learning grammar rules; teachers give less emphasis for language skills lessons. Uh, this was the trend we experienced when we were a student; this trend continues up to now. Another major problem the students’ unpreparedness or the motivation and interest they have to listen a certain listening task. The other problem uh-huh one problem is the absence of the language laboratory might trigger students interest to listen.”*

Interviewer: Could you tell me some major sources of these problems?

T5: *“Actually, teachers, students, and higher officials, curriculum developers can be mentioned as sources. To make it clearer, teachers do not use the right teaching method for each skill; they do not aware students how to listen or the strategies that help them to listen. Students also do not follow the stages and the strategies while listening. They do not ask questions; they do not feel confident and do not concentrate before listening; they do not use the target language in daily life experience. Other stakeholders also do not revise the materials designed for listening. Uh, these are some of the sources.”*

Interviewer: What do you do to fix these problems as a teacher?

T5: *“Well, I usually do to improve my teaching style; I try to teach listening in phases and inform students to follow these phases.”*

Interviewer: All right. What is your plan for the future to improve your students listening strategy use? What do you suggest?

T5: *“Uh, I want to recommend that listening should be given in good environment that means the class rooms should be free from noises. We are discussing this with the department and the college.”*

Interviewer: Well, before we end our discussion do you have something to add?

T5: *“What I want to add is for the improvement of students listening strategy use and to fix the problems that affect their comprehension the teaching materials should be revised and activities that motivate students to use different listening strategies should be added.”*

Interviewer: This is all what I want to discuss with you. You gave me the needed information. Thank you for your time, effort and information. Thank you so much.

T5: *“No problem; it is nice talking to you.”*

Appendix D

Consent Form

I am a graduate student at Addis Ababa University, and I am conducting interviews for my thesis. I am studying listening comprehension strategies of second-year EFL undergraduate students. During this study, you will be asked to answer semi structured open-ended questions related to the research. This interview was designed to be approximately 10 to 15 minutes in length. However, please feel free to expand on the topic or talk about related ideas. Also, if there are any questions you would rather not answer or that you do not feel comfortable answering, please say so and we will stop the interview or move on to the next question, whichever you prefer. All the information will be kept confidential and secured.

Participant's Agreement: I am aware that my participation in this interview is voluntary. I understand the intent and purpose of this research. The researcher has reviewed the individual and social benefits and risks of this project with me. I am aware the data will be used in a research that will be publicly available at a particular journal. I have the right to review, comment on, and/or withdraw information prior to the research submission. The data gathered in this study are confidential with respect to my personal identity unless I specify otherwise. I understand if I say anything that I believe may incriminate myself, the interviewer will immediately rewind the tape and record over the potentially incriminating information. The interviewer will then ask me if I would like to continue the interview. If I have any questions about this study, I am free to contact the researcher (Mesele Tibebe, meseletibebu0@gmail.com, 0941600450). I have been offered a copy of this consent form that I may keep for my own reference. I have read the above form and, with the understanding that I can withdraw at any time and for whatever reason, I consent to participate in today's interview.

Participant's signature

Interviewer's signature

Date

Appendix E

Student Interview Guide

1. Do you believe that you are aware of listening strategies? What listening strategies do you use to comprehend a text? If so, how do you use them to enhance your listening comprehension?
2. What are the major problems that may hinder your listening strategy use?
3. What sources of the problem could you mention?
4. What listening strategies do you use to cope up these problems?
5. In your experience, do you ask your teacher or your classmate when you do not understand? Do you have something else to say?

Appendix F

Transcription of Student Interview

Interview with Student One (S1)

Interviewer: Thank you for your willingness for this interview session. And the next a few minutes we will discuss some issues related to listening strategy use and problems students may face. First, I would like to ask one question related to listening strategy awareness. Do you feel that you are aware of listening strategies?

S1: *“Yes, I am aware”*

Interviewer: If so, how do you use them to enhance your listening comprehension? What problems you faced?

S1: *“You know... Uh... for listening comprehension so for example in the class the main problem for the comprehension of listening it is the way of pronunciation. It is one factor. The way the instructor pronounce because we know English also is not our native language. It is the language from the overseas people. This is the problem for listening. It is the complicated problem to understand the cause due to pronunciation.”*

Interviewer: are there some other problems. Uh ...What other major problems you can mention?

S1: *“The other problem for listening for example I did not say it is the instructor’s problem. For example, for example, if I am joking, if I am not put my attention to the what the instructor told already to me, that problem it is not the instructor’s problem; it is my problem.”*

Interviewer: yeah, it is your problem.

S1: *“Because I am not attentive, what the instructor told me.”*

Interviewer: okay, lack of attention.

S1: *“Yeah, lack of attention the student or for me.”*

Interviewer: hmm, so, how do use listening strategies to cope up these problems?

S1: *“Pay attention”*

Interviewer: paying attention.

S1: *“Yeah, to be patient in the class and for example if you commit yourself and you lax the cause, it is one factor that it relate you to understand or ever-full concentration of the cause. Yes, especially if the way the instructor behave, yeah, the way he instruct you.” so, it is the one part of that relate you to have a full concentration of what he is tried to you.*

Interviewer: What about the material? What other sources of the problem could you mention?

S1: *“the material for listening? The material uh...I do not know “umm” the material for listening for example...”*

Interviewer: Was there a module in listening class?

S1: *“Can you mention some of the materials? And I will refine them.”*

Interviewer: Yeah, for example, there may be a handout in listening class, and some other equipment or devices...

S1: *“Ok, good this is what I want. You know for the course material ...Uh...the best one it is handout because soft copy sometimes it damages the eyes. You know if you use soft copy to read it is a problem...but a good one the good material it is a hard copy. The hard copy is a good one for example you will not focus for what the instructor taught you but you will focus on your what ...on your handout and you will have a good understanding for what you learned.”*

Interviewer: uh...right, when you are not able to comprehend what has been said by the speaker what just do you do to understand it?

S1: *“You can ask him, you can ask the instructor, you can ask him and he can repeat it to you. And you can ask him this want I cannot understand that so you can...you can repeat it to me because I am not understand that. So, nothing you can do and to whom you are going to ask. You can ask him because he is your instructor.”*

Interviewer: So, you did it. You just did it.

S1: *“No, it is not. For example, some people, they are good people because you know that ...uh...the ways you behave it is not good for the student to hate his teacher. It is not good, but you can ask him at a time. Ok, if he refuse to refine to you, you can leave him. You can focus on your hand out that he gave to you. You can leave him alone. Because first you go to him and ask him I do not understand this, can you repeat it to me?”*

Interviewer: But some students shy to ask and keep silent.

S1: *“It is not good. By the way, if you keep silent and you do not understand that it is not the instructor’s problem; it is your problem. You know, it is your lose because nothing will get him but something the problem it is you because you lose that one. It is not the instructor’s problem; it is your problem.”*

Interviewer: hmm... so, you use strategies/ listening strategies to Uh...or sub listening strategies to get some additional information or clarification when you face some /when you lose some points?

S1: “Yeah.”

Interviewer: Right! Do you have something else to add or say?

S1: *“yes, I would like to convey examples. Uh... additionally, if you are instructor ...Uh...my advice now it is going to the instructors and the students. What I would like to convey do you know why? Uh ...the problem first you need to be good to people and you need to deal people with your words. Do you know why? Because some people/ some instructor they ...they stared on the student for their word. Because you know, word can cut like the*

Knife. If you insult the student, the student will be afraid of you and fear of you he will not ask you again because you insult him and you harass him. 'I do not know that means.' 'What does that mean? And why do you do not know I do not have time to explain to you. So, you can give up, you can give up. So, giving up is not an option. So, you can go back to him and ask him. Uh, you are my instructor and I want you so the way you instruct me so that is why I am asking you because you are my teacher. So, I want you to do that. If you have a good instructor, he can advise you, telling you all the time study hard and be good all the time. Relax, if you do not listen, ask me. This is a good idea for the instructor, but some instructors they failed to do that they failed to do that. So, they come to their mind it is not my business. It is not good for the instructor to say that; it is not good. Uh, some student all of us it is not the way they behave it is not similar. Do you know why? Because they are here and you the speaker stand up there; so some of them only their bodies are present some of them they are somewhere.'"

Interviewer: Yeah, there are factors.

S1: "For example, you think about your home for the family. This factor denied you not to understand what the instructor say. This is the problem. So, you need to estimate. You, the instructor, need to estimate the way your students behave and see their bio, their face and you want to know their characters. First, you need to know the disturber student and you need to know the clever student; after all this thing, you are going to advise those people, and you need to ask also someone else who is not say anything. You can ask him what happen to you brother; and what make you boring. This will help the student to improve himself."

Interviewer: Thank you for your information and your time with me. Thank you Chankouth.

S1: "Thank you."

Interview with Student Two (S2)

Interviewer: Thank you for your willingness to be interviewed. And now we are going to discuss some points related to listening strategy use and the problems students may face during listening. The first question I would like to ask is related to listening strategy awareness. Do you feel that you are aware of listening strategies?

S2: "No, I am not sure. I do not think I have an awareness about the different strategies."

Interviewer: Do teachers not teach listening strategies? Do not they help you by creating awareness?

S2: *“No, they do not. They focus on other topics.”*

Interviewer: So, how do you comprehend a text without knowing and using the strategies?

S2: *“Well, I write the words I hear then uh...I try to translate it in to my language as much as I can. Then, I try to understand.”*

Interviewer: Ok, What are the major problems that hinder your listening strategy use?

S2: *“Lack of background knowledge, selection of strategy, lack of interest to listen, physical disturbances.”*

Interviewer: Do you think that these problems are resulted by yourself? The material? The instructor? Alternatively, other?

S2: *“For the lack of interest, the teacher and the material are causes.”*

Interviewer: How they can be considered as causes?

S2: *“Because there is no listening laboratory. We listen the teacher only.”*

Interviewer: what other sources of the problem you could mention?

S2: *“Uh, other source ... the classroom is not good. There is a noise.”*

Interviewer: How do you fix such problems? What strategies do you utilize?

S2: *“I try to give attention, but it is difficult.”*

Interviewer: Do you have something else to say?

S2: *“Yeah, for the future listening laboratory is necessary to practice. And teachers also teach a lot of strategies before we practice listening.”*

Interviewer: Well, this is all what I want to discuss with you. Thank you for your time with me.

Interview with Student Three (S3)

Interviewer: Thank you for your willingness for this interview session. And next, we will discuss some issues related to listening strategy use problems students may face. The first question I would like to ask is related to listening strategy awareness. Do you feel that you are aware of listening strategies?

S3: *“a little but not more. Because my focus in lower grade was on grammar rules not on listening skill.”*

Interviewer: If not, how do you comprehend a listening text?

S3: *“To understand, I try to know the meaning of words; I write down them and guess the meanings. If I cannot guess, I use a dictionary.”*

Interviewer: Ok good. What are the major problems that hinder your listening strategy use?

S3: *“The major problems that hinder are Uh...lack of attention and emm and disturbance. And also lack of laboratory or listening only the teacher. This are the major problems. The factors that affect or are affecting the listening.”*

Interviewer: Do you think that the problems are resulted by yourself? Or the instructor?

S3: *“Uh, I think I, the student myself, is the cause because I am not giving attention for my learning; I should or I need to be motivated in class but not I am. This is the problem. Other is the teacher. The teacher also do not teach using a material Uh, a device. We listen his sound only. We listen the pronunciation of the teacher, but we do not practice the correct pronunciation.”*

Interviewer: What other sources of the problem could you mention?

S3: *“Other problem? Other source of problem is the classroom. It is noisy outside and we cannot learn because the high sound disturb us. This is the other source.”*

Interviewer: All right! As a student, what listening strategies do you use to cope up from these problems?

S3: Ok, I try to give attention sometimes. I take notes when listening and read in my dorm. I sometimes ask questions. This is my experience.

Interviewer: Good. This is the end of our discussion. Do you have something else to say?

S3: Yes, I have. Uh, we are not learning listening because there are different problems. For future this problems or factors the department solve for other students. This is my idea.

Interviewer: Thank you for your time, effort and cooperation.

Interview with Student Four (S4)

Interviewer: Thank you for your willingness for this interview session. And next, we will discuss some issues related to listening strategy use problems students may face. The first question I would like to ask is related to listening strategy awareness. Do you feel that you are aware of listening strategies?

S 4: *“Yes, in the process, or in the case of listening skill or in the process of learning I will try to follow the strategies of listening.”*

Interviewer: All right. So, how do you use them to enhance your listening, to support or to comprehend the listening text?

S 4: *“Yes, of course. Uh, first...uh before the teacher introduce or start the learning, I will try the difficult vocabulary difficult vocabulary words and I understand or I will uh-huh I understand the topic generally. So, when the teacher introduce or learn the listening skill I will pay attention is on the uh-huh we will see we are going to see before the teacher start the learning skill the learning strategies skill. So, I will relax to the uh ...teacher what you said the vocabulary words.”*

Interviewer: What are the major problems that hinder your listening strategy use?

S 4: *“Yes, you are... it is...they are many factors to affect me in the strategies of listening skill. Some are or some factors are...for example a language is or English language is a secondary or a second language and based on the time or time, place and very difficult words, a pronunciation of the ...the teacher.”*

Interviewer: there are no options to use the language outside, just; simply you communicate only in the classroom. That is one factor.

S 4: *“No, it based on the place you can distribute or you can affect me the listening strategy skill. For example, when I learn when we are learning in this class that disturbs the sound from outside the dorm or the class. It is one of the obstacles or the factor of the listening strategy use.”*

Interviewer: Ok, good. Do you think that the problems were resulted by yourself? The material? The instructor?

S 4: *“I am get by...I ...when I think the about that I get by the instructor some are by the instructor or some factors are created by myself and another by another materials. For example, the problems of the getting from the teacher as you said before, some uh some very difficult word or some difficult vocabulary words and again you can distribute or the or the reflection of the class. For example, when the teacher uh talk more or loud sound, you can reflection of the uh the class. So, I more are I perfectly listen to the teacher and the problem of the creating by myself is for example I will not try or I will not reading before the teacher before the teacher teaching strategy skill.”*

Interviewer: Lack of preparation.

S 4: *“Yes, I get ...I will not...I will not prepare or before to going to the topic, I will lack of knowledge or I have a lack of knowledge from the background lower class.”*

Interviewer: Lack of experience from the lower grade. Ok, good have you got a chance to practice listening by a listening device. Was there an equipment in this campus?

S 4: *“No, I ...I...I prepare or I give...you are not give us the material or the laboratory to improve listening strategy by listening skill because by some reasons teacher said the laboratory is not working or not operational at now. By this reasons, I not or we are not practice.”*

Interviewer: You have not practiced.

S 4: *“Yes”*

Interviewer: right, when you are not able to comprehend what has been said by the speaker what just do you do?

S 4: *“Yes, if the teacher when I when I will not I am hearing for the teacher I will try or I ask again.”*

Interviewer: Do you have something else to say? You can add some points.

S 4: *“Listening strategy is... it is important for us, but we can or we are not practiced day every day on the strategies of listening skill. So, for listening strategy skill there are many factors, but we can try to solve the factor or the problem of the strategy of listening skill.”*

Interviewer: Ok, good. Thank you for your information and your time with me.

Interview with Student Five (S5)

Interviewer: Thank you for your willingness for this interview session. And next, we will discuss some issues related to listening strategy use problems students may face. The first question I would like to ask is related to listening strategy awareness. Do you feel that you are aware of listening strategies?

S5: *“No, I do not feel like that. Uh, we learn about listening strategies definition but we do not know their use and how to use them.”*

Interviewer: If you do not now their use, how do you enhance your listening comprehension or how do you comprehend a listening lesson?

S 5: *“Ok, I read the activity. Uh, and I listen the text. After that, I try to understand it.”*

Interviewer: Do you understand the text in such kind of experience? Is not it difficult to you?

S 5: *“Actually, it is difficult, uh, to understand because ...because I have limited knowledge.”*

Interviewer: Well, what are the major problems that hinder your listening strategy use?

S 5: *“Problems? Lack of preparation, lack of laboratory, pronunciation of the teacher.”*

Interviewer: Do you think that the problems are resulted by yourself? By the instructor?

S 5: *“Emm, I learn grammar in lower grade; teachers jump listening and speaking lessons. So, now I have no knowledge and I do not prepare to listening. Some problems are my problems others are the teachers.”*

Interviewer: What other sources of the problem could you mention?

S 5: *“Other sources Uh, uhm ...the material.”*

Interviewer: How? What problem you observed from the material?

S 5: *“Because we do not practice the listening no enough material. Teachers, uh, teachers do not give a module for us. And there is, you know, no material for listening in the library. So, it is difficult to to get, I mean, to be effective in listening.”*

Interviewer: Do you have something else to say?

T5: *“That is all; I have not.”*

Interviewer: *Thank you very much for being with me devoting your precious time.*

Appendix G

Listening Comprehension Test Item

Date: _____

Student ID: _____

Time: _____

Dear Student: the purpose of this test is to understand the level of your listening proficiency before and after the implementation of strategy-based instruction. There are dialogues between a man and a woman about different occasions and the narrator asks you what the man or the woman mean. You are kindly requested to listen to the scripts and answer all questions within 25 minutes. Results of the test are used only for research purpose and all your responses will be kept confidential.

General directions:

- i. Please, write your Code number on the answer sheet.
- i. Please, read the questions carefully before answering.
- ii. This test comprises 10 questions with one mark each. Attempt all questions.
- iii. Return the question paper along with the answer sheet.

Direction: Listen a short dialogue by the man and the woman for each question carefully, and listen the narrator's question, too. Then, answer the narrator's questions based on the dialogue you listened.

1. Where does this conversation probably take place?
 - A. In a doctor's office
 - B. At a bar
 - C. In a travel agency
 - D. In a business office
2. What does the woman mean?
 - A. She bought some sheets.
 - B. She got a new piece of clothing.
 - C. She could not find anything because she is too short.
 - D. She was sure to greet her boss.
3. What does the woman mean?
 - A. The hotel was all right, except for the poor view.
 - B. The view from the hotel room was spectacular.
 - C. She would have preferred a better hotel.
 - D. Only a few hotels would have been better.
4. What does the woman mean?
 - A. Take a nap
 - B. try the rest of the work
 - C. See a doctor
 - D. Have a bite to eat
5. What does the man say about Mary?
 - A. She is an exacting person.
 - B. She cannot be expected to give you four of them.
 - C. She generally forgives others.
 - D. She is not exact about what she gives to others.
6. What does the woman say about Martha?
 - A. She is unable to take her vacations this year.
 - B. Her vacation next week has been postponed.
 - C. She will go on vacation next week.
 - D. She will return from vacation in a week.

7. What does the woman mean?
- A. The waitress was sitting in the back of the restaurant.
 - B. They were waiting for a seat in the restaurant.
 - C. The customers had a table in the back.
 - D. The waitress sat down behind the table.
8. What does the woman say about the market?
- A. It is hard for the market to sell its fruit.
 - B. All of the fresh fruit at the market is hard.
 - C. She hardly ever goes to the market to buy fresh fruit.
 - D. There was a scarcity of fresh fruit at the market.
9. What does the woman mean?
- A. The man should never be late for school.
 - B. The man can always return to school.
 - C. The man should never go back to school.
 - D. If the man is late to school, he should go through the back door.
10. What does the woman mean?
- A. She cannot bear to try.
 - B. She is a daring person.
 - C. She does not want the man even to try.
 - D. She is challenging the man to make the effort.

Source: Adapted from TOEFL standard listening test.

Appendix H
Transcription of the Listening Comprehension Test
(The Audio File)

1. (Man): What should I do to get over this?
(Woman): You should drink plenty of fluids, take this medicine once every eight hours, and return here to my office next week.
(Narrator): Where does this conversation probably take place?
2. (Man): Did you find anything at the store?
(Woman): I just bought a great shirt.
(Narrator): What does the woman mean?
3. (Man): Did you enjoy the hotel where you stayed in Addis Ababa?
(Woman): The view of the swimming pool could not have been better.
(Narrator): What does the woman mean?
4. (Woman): You look like you are not feeling too well.
(Man): Actually, I am just kind of tired. All I need is a bit of rest.
(Narrator): What does the woman mean?
5. (Woman): Do you think that Mary will forgive me for what I did?
(Man): She is not exactly unforgiving person.
(Narrator): What does the man say about Mary?
6. (Man): Has Martha already gone on vacation?
(Woman): She cannot take her vacation until next week.
(Narrator): What does the woman say about Martha?
7. (Man): I am looking for some people who just came into the restaurant.
(Woman): The waitress seated them at a table in the back.
(Narrator): What does the woman mean?
8. (Man): Let us go to the market and get some fresh fruit.
(Woman): I was there this morning, and the market scarcely had any.
(Narrator): What does the woman say about the market?

9. (Man): I am thinking about taking a few classes at the local adult school.

(Woman): It is never too late to go back to school.

(Narrator): What does the woman mean?

10. (Man): I do not think I can make it all the way to the top of the mountain.

(Woman): I dare you to try!

(Narrator): What does the woman mean?

Source: Adapted from TOEFL standard listening test

Appendix I

Results of the Listening Comprehension Test (out of 10%)

Student code	Score		Student code	Score
S001	3		S026	2
S002	2		S027	4
S003	4		S028	6
S004	6		S029	4
S005	1		S030	3
S006	5		S031	4
S007	4		S032	3
S008	7		S033	5
S009	2		S034	0
S010	7			
S011	3			
S012	6			
S013	4			
S014	3			
S015	1			
S016	4			
S017	1			
S018	3			
S019	2			
S020	5			
S021	0			
S022	4			
S023	3			
S024	7			
S025	5			