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**Difficulties That second Year pupils face During the Listening
Comprehension.**

Case Study :2nd year pupils of Abdel Kerim Middle school El Tarf.

Dissertation Submitted in Partial Fulfillment of the Requirements for the Master's Degree in
“Didactics of English”

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Dedication

This dissertation is dedicated to my :

Family for their support and encouragement. A special feeling of gratitude to my beloved parents : Mostapha and Nasira

To my sisters : Ikram ,Balkis,Douaa andLoudjaine.

To my brother :Mohamed Taki.

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Abstract

This dissertation presented the existence of the difficulties that second year pupils of Abdel-Kerim Middle School face during the listening comprehension . There are various causes that pupils complain about the listening comprehending texts because it is still a handicap for them . The aim of this descriptive study is to gain reflect and prudence into second year pupil's . However , The study describe to noticed their difficulties during the listening sessions . This work showed a description instruments which included some questions , Those questions are used to gather the data from the participants and tries to find some solutions to those problems. This selected data was hypothesize from the institution of Abdel kerim Middle school . The result of this study is the use of Arabic language during English sessions and they have a poor quality of listening to texts this reasons to the miss understanding the language which make listening comprehension sessions so difficult for them and make the lecture not interesting .

Key words:2nd year Middle school pupils-Middle school Listening comprehension -listening difficulties–recommendations for teachers.

المخلص

عرضت هذه الاطروحة عدة صعوبات واجهها طلاب السنة الثانية متوسط مدرسه عبد الكريم اثناء حصص السمع التي قدمت من طرف استاذ اللغة الانجليزية مم لاحضنا وجود عدة مشاكل و اسباب مختلفة يشكو منها التلاميذ المتمثلة في صعوبة فهم اللغة و التكرار الدائم للاسئلة المقدمة من طرف الاستاذ و كذلك الشرح الدائم مع استعمال اللغة العربية و هذا العائق من نتاج ضعف الاستماع الى النصوص و استعاب فهم اللغة مم جعل حصص الفهم السمعي صعبة للغاية بالنسبة لهم والمحاضرة غير ممتعه

الكلمات المفتاحية

تلاميذ السنة الثاني _ الاستماع و الفهم _ صعوبات _ الاستماع _ توصيات
للمعلمين

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Introductory Chapter

General Introduction

General Introduction

Students choose English Language in order to communicate , This study shows the important of speaking skills in listening sessions Thus , listening is one of the important four skills that students showed focus on in order to learn the English language . However ,During the process of listening , pupils face a number of difficulties . Hence , before going in depth in this study , we need first to know more about the stated problems which is about the difficulties of the pupils that faced during the listening sessions and tries to find remedies while learning listening lectures . This study aims to open a door on the difficulties of those pupils and find out the obstacles that constrains the understanding of those pupils during the listening comprehension sessions while learning . According to our research questions we attempt to answer the important questions and try to hypothesize them by giving a suitable answers for those questions.

1) Statement of The Problem

Since listening is a significance in EFL English language and a process of education , It caught the interest of many researchers.

This study shows the difficulties of pupils in understanding the listening sessions. our work try to notice the problems of EFL specifically the listening .

2) Research Questions

This study attempts to answer the following questions:

- 1) Do second year pupils face problems during the listening comprehension sessions?

3) Hypothesis

General Introduction

According to the research questions we hypothesize that :

1)Second year pupils encounter difficulties when listening to a spoken English .

4) Significance of The Study

This study can open a new door to shed light on the difficulties of pupils during the Listening Comprehension. It is important to find out the problems and obstacles that hinder second year pupils and knowing why listening comprehension sessions are so difficult to them, this will help the teacher to find solutions that improve pupils skills in listening and how they can be a good listeners .

This research is significant because it helps them to improve their difficulties and knowing their come up coming problems that faced . the aim of this study is very important because it would help future researchers identifying the possible problems that may encounter pupils during learning listening comprehension sessions .

General Conclusion

This chapter gives a general overview about the researcher work which explain to the readers to know what this chapter includes containing the statement of the problem ,research questions ,research hypothesis and the significance of the study . This chapter included the basic elements of the introductory research which enabled us to understand the gist of the research being conducted

Chapter One

Literature Review

Chapter One: Literature Review

Introduction

This Study witnessed the difficulties encountered Second year pupils of Middle School about The listening comprehension, This theoretical part have a clear-cut image about the Listening and listening comprehension sessions which presenting their definitions and strategies used during learning listening lectures. And shows listening and listening comprehension 's types with the purpose , In addition to some activities in the listening sessions . Finally , the researcher highlight some problems that pupils faced during their learning .

\) Definition of listening and it s Purpose

Listening has been defined by many researchers .Chastian (1971) defined listening as the ability to understand native speech at normal speed. Morely (1972) said listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it and connecting it to process between sounds and form of meaning. i.e listening is one of the four skills of a language ; listening , speaking, reading and writing. listening skill is considered as a key to receiving messages effectively to have combination of hearing what another person says and psychological involvement with the person who is talking.

Listening is an important skill in English teaching and learning .When Students listen to English language they are more likely to face a number of listening difficulties .Listening is one of the fundamental pieces of learning and teaching English in order to be successful in listening. learners should come up with some strategies such as :Taking notes during listening and making practice or having a method they feel them selves relaxed. Vandergrift (2004) explained that learners should learn to listen so they can better listen to learn. Also according to Yagang (1993) reports that listening comes through four variables ; The message ,the speaker ,the listener and the physical setting.

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Listening is one of the four basic skills in the learning English. it is very important to be studied because it is a basic skill that makes students catch out an English conversation in order to make them understand about what the speaker says and means. This involves understanding speaker's accent and pronunciation , his grammar and vocabulary and also grasping the meaning.

In the classroom, students have to listen carefully and attentively to the lectures and to the classroom discussion in order to understand and retain the information for later recall .In the other hand, listening is not only the first of the language arts skill developed .it is also the most frequently used in both classroom and our daily life.

In addition to that, student's skill will not be improved best without a guidance from the lecture because the lecture plays such a significant in building up their skills by each lesson that shows the ways in each stage to the students in the Listening comprehension. Generally, there are three stages : pre-listening, During-listening and Post-listening

To conclude, listening is a process of identifying and understanding what the speaker says which includes understanding a speaker's pronunciation, grammar and vocabulary.

\) The purpose of listening

Listening serves a number of possible purpose and the purpose of listening will depends on the situation and the nature of the communication.

- To gain a full and accurate understanding into the speakers point of view and ideas
- To makes a critical thinking which assess what is being said.
- To observe the non-verbal signals accompanying what is being said to enhance understanding.
- To show interest concern and concentration

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- To encourage the speaker to communicate fully, openly and honestly
- To develop a selflessness approach putting the speaker first.

\\)The process of Listening

There are five stages of listening which are :Hearing, Understanding, Remembering, Evaluating and Responding.

Hearing : Is referred to response which is caused by sound waves stimulating the sensory receptors of the ear.i.e hearing is reception of sounds wave ,means that you must hear to listen but you need not listen to hear.(pereption necessary for listening depends on attention).

Understanding : This step helps to understand symbols we have seen and heard, we just analyze the meaning of the stimuli we have perceived, symbolic stimuli are not only words but also sounds.

Remembering :It is essential listening process F it is means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank.

In the listening our attention is selective and our remembering may be will be different from what was seen and heard.

Evaluating :The evaluating stage of listening occurs when a listener judges the content of the message or the character of the speaker.

It is a judging the value of the message, we weight be thinking “This makes sense” or conversely “This is very odd”. Evaluation of the same message can vary widely from a listener to another. Even the most open minded listeners will have opinions of a speaker and those opinions influence how the message is evaluated .They are more likely to evaluate a message positively if the speaker speaks clearly ,presents ideas logically and gives reasons to support the points

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made when we imagine students are listening to a speech which is given by someone from another country and those people have an accent that is hard, here the students will find a foreign accent to be interesting or even exotic, while we can find other annoying or even take it as a sign of ignorance bias against foreign accents here the listener may not even attempt to attend the message. So, good listeners have learned to refrain from making those judgments and instead of focusing on the speaker's meaning.

Responding : Here the receiver completes the process through verbal and non-verbal feedback, here the listener will determine the transmitted message. It is a process that happens in the mind, responding means to say or do a reaction that has been said or done and make an answer of what you heard.

This process is not only involves the discrimination of the sounds and the words, it involves also the understanding and comprehending.

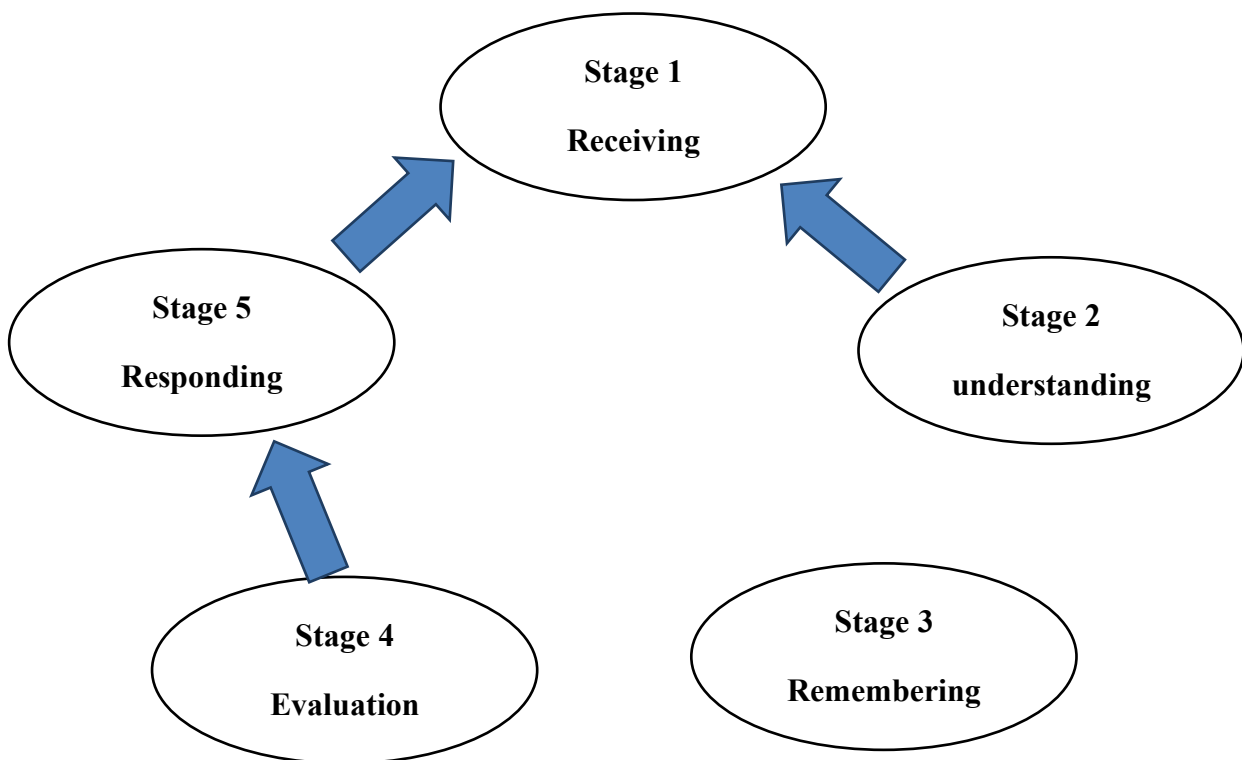


Figure01. The process of listening

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/V Activities in the listening lessons “Stages of Listening”

We have three stages of Activities during the Listening Lessons :

Pre-listening Activities : In this stage the students prepare their selves to listen well because the teacher will asks them aquestions according to what they are going to listen. Then the teacher tries to create a discussion atmosphere to the learners.

This stage involves different activities, There are some a number of those activities which is given to done in the classroom before the direct listening :

- The teacher gives background information
- The students add some thing relevant
- The students look at the picture

First, Teachers gives background information to the students than they read a relevant that they look at picture, Here they make a discussion and they will answer it.

Second, students will do a written exercises which following instructions while listening activity. These activities offer opportunity to add some knowledge which will help students to pursuing the listening text.

During the Listening activities :In this stage teachers help their students to focus on listening text and how they understanding the text. While students are listening to the tape very carefully and also take some notes. Teacher will have information lists to the students than appropriate information. Magdolina (2000) stated that the aim of this activities for students is to understood the message of the text not catching every word as they need to understand enough to collect the necessary information.

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Post listening activities : Here teachers help the students to combine what they have learnt before from the text into their existing knowledge. For example, when a teacher writes some questions on the board and asks them to answer the questions thus to check their understanding of what they listened.

According to Piece (1989) there are some various techniques after listening activities that teachers may do in the classroom :

- Discussion student's reaction to the content of the listening section
- Asking students thoughts provoking questions to encourage discussion
- Setting students to work in pairs to create dialogues based on the Listening text.
- Assigning reading and writing activities which based on what students listened.

V) Factors that Make listening Difficult

The following Eight Characteristics need to be considered and(adapted from Richard,1983 ;Ur ,1984 ; Dunkel ,1991; Flowerdew & Miller2005,as cited in Brown ,,2007).

Clustering :Attending to appropriate “Chunks of language , Phrases , clauses and constituents.

Redundancy: Recognizing the kinds of repetitions rephrasing , elaborations and insertions that unrehearsed spoken language often contains and benefiting from that recognition .

Reduce forms : Understanding the reduced forms that may not have been a part of an English learner's past learning experiences in classes where only formal “Text book ” language has been presented .

Performance variables : Being able to “weed out hesitations ,false starts,pauses and corrections in natural speech.

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Colloquial language : Comprehending idioms slang , reduced forms ,shared cultural knowledge.

Rate of delivery : Keeping up with the speed of delivery , processing automatically as the speaker continues.

Stress , rhythm and intonation :Correctly understanding prosodic elements of spoken language, Which is almost much more Difficult than understanding the smaller phonological bits and pieces .

Interaction : Managing the interactive flow of language from listening to speaking to listening.

VI) Definition of listening comprehension

The term of listening comprehension has been defined by different authors. According to Brown and Yale(1983), listening comprehension means that the person understands what He/She heard .As Driven and Oakshott Taylor (1984) defined listening comprehension such as Speech understanding ,Spoken language,Speech recognition and finally Speech perception. However ,Rost (2002)and Hamouda (2013), defined listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listening comprehend the oral input through sound discrimination , previous knowledge, grammatical structure, stress and intonation, and the other linguistics and non-linguistic clues. According to Nadig (2013) Listening comprehension is the various process of understanding and making sense of spoken language. These involves Knowing speech sounds, and understanding the syntax of the sentence. Oxford(1990) “

listening comprehension is a complex process which solving a skill”

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Where learners may use different strategies in order to make what is said clear and understood as guessing, looking for key words, listening to general meaning. *listening is more than just perception of sounds , listening includes comprehension of meaning being words ,phrases, clauses, sentences and connected discourse.*

(Cited in Al Amir 2008).i.e listening needs more than discrimination the different sounds in understanding the words sentences and the general meaning .

Many other definition are given to listening comprehension each one focusing on one side of it .To summarize, listening comprehension is a cognitive process (in which the listener receives sounds and tries to discipline student's mind)and social process (where listener empathizes with the speaker and he is supposed to respond in case of real life listening). Interaction is also involved in listening processes because it helps to better understand the incoming information interaction which enables better understanding.

However, Listening Comprehension is the different processes of understanding the spoken language.these include knowing speech sound, comprehending the meaning of individual and understanding the syntax of sentences (Nadig,2013).According to Hamouda (2013), listening comprehension refers to the understanding of what the listener has heard and it is his /her ability to repeat the text despite the fact that the listening has heard repeat the sounds without real comprehension.

Listening is identifying the of speech and processing into words and sentences.during the process,it use ears to receive to receive some words and use brain to convert the words into message to mean something.

It has already known that ear is one of the very important of body organ that it is appliance that is Listening to something results text record sound or listen to a native spoken language.

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V II) Listening Comprehension Strategies :

Listening comprehension is seen as a complex process because it involves many processes. That is why many Researchers such as ,O'Malley and Chamot(1989),Rost(1990)and Azmi Bingol and Tugrul Mart(2014) distinguished three types of Strategies in listening comprehension ; cognitive strategy and meta-cognitive strategy.

cognitive strategies : cognitive strategies are related to understanding and gathering input in short term memory or in long term memory for using those input. cognition begins with the received data that is examined as consecutive levels of formation and process of decoding . Cognitive strategies is a problem solving method that is students apply to deal with the hearing activity and facilitate the hearing of knowledge.(Azmi,Celik,Yedliz&TuguralMart). However Derry and Murphy (1986) defined cognitive strategies as a problem solving techniques that students use for the acquisition of knowledge or a skill.Brown and Parlinscar(1982)andAbdelhamid (2012)expressed that cognitive strategies are related to hearing and include direct utilisation or change of hearing materials.

Cognitive strategies in listening process involve the cognitive and the mental process that the listener uses while listening. It divided into three categories :

Comprehension process :are activated when the listener received the input and try to understand that input.

Story and monitory process : students receive and understand the input,they will try to store it in the short term memory or in a long term memory.

Using and retrieval process :At this process the responding stage is involved which means that the listener need to produce the output.

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Cognitive Strategies have Two kind of Strategies in listening which are :“Bottom-up and Top-dawnstrategies. Bottom-up is a word for a word translation, arranging the rate of speech, repeating the oral text and concentrating on prosodic characteristics of the text.

However, Top-dawnstrategies involve forecasting , guessing, explaining and visualization advanced but the Top-dawn strategiesthey translate it into phonological patterns after this they will try to decode the meaning to use the language understanding until they reach the meaning. Students need to use their knowledge in order to decode the meaning in the top down.

Top Dawn includes :

- Listening to the main idea
- Predicting
- Drawing inferences
- Summerizing

Bottom up includes :

- Listening for specific details
- Recognising cognates
- Recognizing word order patterns

We can see that bottom up strategies makes the Listener listen first to the input and then he translate it into phonological patterns ; sounds, words and sentences. After that he will try to decode the meaning until he rish the whole meaning. However, in the Top dawn strategies the listener use his or her background knowledge in order to decode the meaning.

Meta-cognitive Strategies :

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In this strategies, students learn how to plan, monitor and evaluate the collected information of the listening part. According to Wenden (1998), learners who use meta-cognitive strategies can learn faster and integrate the knowledge outstandingly can be construct receivers and deal with all situations, have self-confidence to get help from patterns, And here students can observe and assess themselves. i.e . meta-cognitive strategies are critical because listeners use those strategies to plan by deciding which strategies serves the best ,monitor their comprehension and the effectiveness of the selected strategies and evaluated by determining whether they have achieved their listening comprehension goals or not.

The Socio-affective Strategies :

The researcher Vandergrift in (2003) expressed socio affective strategies as a techniques that listeners use to cooperative with each others to check their Comprehension and to reduce their comprehension .The listeners may ask some Clarification to make what is heard understood in a better way and they have to answered those strategies in order to be more affective while listening. The Meta-cognitive Strategies are important while listening because it enables listeners to organize the tasks, plan and assess the process however the socio affective strategies helps the learners to reduce their anxiety through the group work or the collaboration.

VIII) Types of listening comprehension

Listening comprehension differ from person to another, from situation to another and setting to another. This types of listening is based on objective in which the listener respond to the process of listening, There are Six types of classroom listening Comprehension :

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Reactive listening : This type of listening is related more to listening to a recorded text or to a conversation, Here the listener listens well to the text well than she/he re-tells it and the main aim is how students did identification of a surface meaning or learning a type or a structure in a language used. this type used to an individual drilling that focuses on pronunciation.

Intensive listening : The listeners have to focus on the language components that includes in the text they are exposed. for example : the listener listen to a word then the teacher repeat that word until it will be stored in the mind of the student.

Responsive listening : Here students listen to a small amount of language such as a command , a question or a greeting . After listening, The students is expected to develop an appropriate short response , And there are two examples of responsive listening which are :

- Open-ended response to a question
- Suitable response to a question.

Open-ended responsive listening : it involves the students listening to a question and provides an answer that is suits to the content of the question.

Suitable response to a question : here using a multiple choice answers that the students select from in order to choose the right answer which based on the recording they heard , this can be good or bad way depending on student's listening ability.

Selective listening : Here the students listen to pick up the main answer and the key ideas. for example , when students listen to recording about a famous person , they should select the name, The dates, most important events and the facts. (Brawn, 2007).

Extensive listening : This kind of listening like note-taking or discussion, Here students listen just to grasp the general idea and the global meaning to understand what the text is talk about.

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Interactive listening :the listener when he/she listen well and concentrate on what is being said without falling out of touch with the speaker .here he/she will being able to respond efficiently. The listeners have to use listening in addition to speaking skills,he/she should interact, discuss and participate in a conversation or in a role play.

IX) The process of listening comprehension

Knowing the process and strategies of listening comprehension can be a rush resource for understanding why listening comprehension is difficult for pupils .Rost (1991) stated that listening comprehension included several component skills.Those were discrimination grouping of words , connecting linguistic cues to non-linguistic cues and paralinguistic cues and using background knowledge.

However, Underwood (1989), Brown Vandergrift (1999) pointed out that listening comprehension process included active and complicated mental processes while listening. listeners processed sounds by using perception skills.Inaddition , They processed meaning by using analysis skills. Furthermore, They processed the context of the Listening text, phesical setting atmosphere, Tone of speaker's speech.

Listeners concentrate on the speech they heard in a particular language, recognize certain amount of vocabulary, grammar and structures, trying to construct meaning out of the utterance which makes sense of the stress and intonation to have a clear meaning and keep them in a short term memory before retrieving background knowledge and schema recorded in long-term memory to understand the whole spoken text in a particular context.

X) Problems that Students Face With Listening comprehension

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According to scientists, Azmi Bingol, Celik, Yedliz and Tugrul Mart, There are a lot of difficulties that learners may encounter in listening comprehension process and the purpose of that is to be aware of those problems and try to have solutions and solve those problems.

Unfamiliar Vocabulary : Bott (2010) reported that the majority of the problem hindering in listening comprehension was the student's vocabulary

Problems Pertaining to noise : Noise is another environmental barrier to Comprehension , It can take the listener's mind off the content of listening passage. the poorly preparation of lab also students can 't be concentrated to the recording material.

Lack of concentration : Here when students feel nervous or anxious she/He will not concentrate well or when she/he feel comfortable her/his ability of listen is greatly recorded. There are also other barriers to listening comprehension which are Bordon and frustration that affect the content to make attention's paid to listening.

Quality of Recording Materials : Low quality of recorded material could be caused by noise or by an unclear pronunciation based on the study conducted by Hamouda (2013) stated that the majority of the students think that the difficulties they encountered in listening comprehension. were due to a bad quality or a poor quality equipment could also interfere with the listening comprehension.

Length and speed of listening : Here when you listen to long part of speech and keep all the the formation in your mind . students will miss a lot of words and catch only a few words and this returns to the level of students because each one has his level of understanding but when they listen to a short passage here they will be a good listener and reduce their tiredness. According to Underwood (1989) speech can make listening passage difficult if the speaker speaks too fast student may have multiple problems to understand just 1.2 words .In this

Chapter One: Literature Review

situation. listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension.

Conclusion

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Listening comprehension is very important skill in real life and in learning, When we listen to others, We may acquire a new information, new ideas and new language. We learn through listening and how the language is used in given situation.

Listening comprehension in teaching listening should be planned in a careful way. So, students have to be aware of the different processes and the different types of listening in order students have a clear goal while listening.

The Students use the different listening strategies which helps them reaching their higher listening abilities. When listeners use a variety of these strategies in the appropriate time and appropriate context, here they will be able to monitor and organize their listening processes so, Their abilities will progress.

According to the process of listening comprehension is that includes two processes which are active and complicated mental process and any miss using to a strategies of listening comprehension it could make the process of comprehension complex.

In addition to the factors that Students deal in listening and make this process complex and Difficult is agrammatical factors presents a barrier to a student which make them feel difficult with listening.

Chapter Two

Research design “Method”and Result

Chapter Two: Research design “Method” and Result

1) Research design

This part shows the theoretical chapter which required to examine the difficulties encountered second year pupils of Middle School during the Listening comprehension. To test our hypothesis, The researcher provides a clear picture of the problems. This research study is used in order to show the understanding of pupils learning .we followed some steps to collect the needed data from the participants. This research was designed an experimental study which aimed to figure out the difficulties faced second year pupils of middle school during the listening comprehension. Here the researcher want to find out the problems by the collected data and findings .

2) The sample of the study

The research took a place at Abdel kerim Middle School, Bouhadjar ,El Tarf. The experiment was conducted in the classroom to facilitate the process of gathering our data . The researcher choose the participants to conduct the findings and give answers to our dissertation. The sample was made up on 13 pupils

Gender

- Gender variables divided into two levels : Male and Female.
- Academic year variables : Second year Middle School.
- Types School variables : Public School.

3)The structure of the study

This dissertation is divided into three chapters : The first chapter includes the general introduction mentioned the statement of the problem , Research question , Hypothesis and the significance of the study . However , The second chapter presents the literature review that is related to the elements of our research which investigating second year

Chapter Two: Research design “Method” and Result

pupils difficulties during the listening comprehension . The third chapter introduced the research method including the approach use and in addition to the instruments used to collect our data .

In addition to the results which is the practical part of the research deals with the analysis of the found data from the data collecting tools . The final chapter presents the discussion with recommendation and conclusion which allocates the results findings , In addition to the limitation of the study .

3)Data Instruments

An interview

Atest and questions about the reasearch

4) Research Institution

The research work was conducted in the institution of Abdel Kerim Middle school .Bouhadjar . El Taref . In order to gathering the data of our dissertation and to investigate the research sample from the participants and delivering our findings .

5) Data Collection Tools :

The data has been collected using questions and interviews in order to achieve the purpose of the research , A questionnaire has been collected with pupils to get reliable results The interview devised the teacher and the pupils too . This chapter explains all the operations that are related to get information to answer the statement of the problem .

We applied the instructions to fill out the data collected from the participants .The population was 13 pupils attending Abdel kerim middle school in Bouhadjar El Tarf , We

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applied a simple conversation Titled “ WHAT DO YOU DO ON SUNDAYS “ with simple questions for upper beginners and intermediate levels .

4.1. Listening Comprehension Test :

The listening comprehension passage was delivered to second year pupils in order to measure the individual ability of the pupils . This listening comprehension test was a short conversation titled “ What do you do on Sundays ? “ .

4.2. The interview :

The teachers interview has been conducted just one teacher to collect data about our research and to achieve pupils difficulties during the listening comprehension sessions . Due to the interview made with the teacher he stated some information that help our investigation .So , The researcher encouraged the learners to talk about their difficulties during the listening comprehension and describe in details the problems that second yeas pupils faced and think about the reasons of why a such difficulties were emerged .

4.3 Classroom observation

The observation made on two sessions for one and a half hour in order to investigate the difficulties of second year pupils during the listening comprehension lectures . This methodological part showed pupils situation during the classroom learning . The researcher noticed the data gathered and take some notes from the participants to mentioned in his research .

Conclusion

This second chapter presented the collected data encounter second year pupils of Abdel Kerim Middle School during the listening comprehension . Included the following variables

Chapter Tow: Research design “Method” and Result

such as : Research design , The sample of the study , Research institutions , Data collection and finally the structure of our study .

Our research design presented the data collection tools which the researcher used in his investigation such as : Listening comprehension test , Interview and classroom observation in order to investigate the findings .

The Results

Introduction

Chapter Two: Research design “Method” and Result

This chapter deals with the findings encountered second year pupils of Middle school investigating their difficulties in listening comprehension sessions. The findings study are presented based on the pupils' questions. This step illustrates the description of the pupils' problems. The results were given at May the 5th, 2021, the second semester of the year, and the samples were conducted on thirteen pupils to collect our data.

1) Pupils Problems related to supporting equipment :

Pupils' problems resulted from the equipments that support the listening comprehension. These presenting problems equipment related to noise and poor tape equality of Material. Noise is one of the elements of physical setting which make a barrier to comprehension.

Due to our data, Results show pupils lose their attention when the noise surrounds them, They need to concentrate in order to understand the spoken test. During the interview made with 4 participants, We asked them: What is the major thing that interrupts you while listening to a comprehension test?

They declared that: the noise is the major thing which makes us not concentrating well to a spoken test and do not understand what the test is talking about.

2) problems related to listening Materials

Concerning the listening materials investigate the principle elements about the different phonological system presents: 1) The speed, 2) Listening words, 3) Authentic materials, 4) ungrammatical sentences, 5) different accents and colloquial words. First, The different phonological system contributed the pupils' listening mastery. However, The use of those materials during the listening comprehension did not hinder pupils' ability in comprehending the listening tests.

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The next element was about the ungrammatical sentences , For instance : when the text was short and simple with easy sentences structure , so ,the listening comprehension will be easier to be understandable for learners .

Based on the pupils responses toward the given questions during the interview made .

The question :

What Make your listening comprehension difficult ?

Here the following description presenting the listening comprehension statements faced by second year pupils of middle school argued that how listening comprehension is difficult. Table

1: Difficulties that pupils face during listening comprehension

Number	Category	Statement of the problem
1	Physical setting	It is difficult for me to concentrate with the noise around.
2	Lack of concentration	I lose my concentration if the recording is in a poor equality .
3	Listening Materials	I find it difficult to understand
4	Speaker	I find it difficult to understand well when the speaker speaks too fast
5	Psychological characteristic	I feel nervous and worried when I do not understand the spoken text .
6	Physical Setting	I find it difficult to understand listening test in which there are too many unfamiliar words including jargon and idioms .
7	Physical setting	I find it difficult to understand listening tests when the topic is unfamiliar to me .

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The above table presented the stated statements from the participants responses to the presenting question. According to Hamouda “s study (2013) declared that noise is another enviromental barrier to comprehension which including both background on the recording and inviremental noises that can take the listeners mind off to understand the content of listening comprehension passage . The findings also proves the theory realized by Underwood (1998) that inability to concentrate (Topic ;Efforts) is a big obstacle to most students in the listening comprehension .

The 3 rd position is the unclear pronunciation caused the difficulty to understand the meaning of words than , The 4 th position which is “ I find it difficult to understand well when speakers speaks too fast “ . i.e . The speaker rate and unclear pronunciation are the major factors that hinder the listening comprehension .

Moreover , The psychological put stated that when a person feels nervous or anxious he /she may not be concentrated while listening to a comprehension tests . Borden and Frustration are other barriers to listening comprehension too .

The 8 th position is the difficulty of understand the listening tests in which there are too many unfamiliar words including jargoan and idioms . Naeem Butt (2013) reported that the major problem hinder listening comprehension was the pupil”s vocabulary was too limited to understand the message .

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3) Results related to the study

The interview with the pupils :

First question :

What makes listening comprehension difficult for you ?

Nine from the Thirteen participants argued that speaking quickly makes the listening comprehension difficult , Also the hard of pronunciation words make our understanding to a listening test blocked .

The interviewee (2) commented that they swallow words and during listening to a recorded audio presenting the native speaker passage they do not understand it because of its hard and difficult accent .

Second question :

What do you feel while listening to a recording ?

All the interviewee's answer that they find feel afraid and confused while listening to English language , except for one pupil who find English listening practice is interested for him and he doesn't feel nervous while test learning listening comprehension.

Third question:

Do you think that listening comprehension is important ?

13 of them agreed that listening comprehension is important because it is the second important skill after the speaking skill . One of pupils said that listening comprehension is the first skill to be taken into consideration to use while learning the spoken language . The interviewee mentioned that he doesn't understand grammar , vocabulary and how to use vocabulary .

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Question 4?

Was listening taken into consideration in your school ?

Pupils declared that : “we started learning English language when they was in first year and our teacher usally speaks to us with English and sometimes in Arabic because we still beginners . However , Sometimes I didn”t understand what the teacher says I ask permission to repeat unfortunately , the teacher repeat to us in Arabic

5)Classroom Observation:

Table 2: the characteristic of the observation made on first lesson

Check list of the first lesson			
Characteristic of the observation	High	Average	Low
Participation			✓
Shyness	✓		
Interest loward subject matter	✓		
Motivation			✓
Interaction			✓

The above table shows the observation made in the first session classroom teaching. Presented the situation of the participants during the classroom. We noticed that their participation was average and only a few of them who participate with the teacher , this due to the highest shyness that they have , In addition to the first lecture they deal with .

2.The Second Lesson :

Table 3: the characteristic of the observation made on second lesson

Chapter Two: Research design “Method” and Result

Check list of the second lesson			
Characteristic of the observation	High	Average	Low
Participation	✓		
Shyness			✓
Interest toward subject matter		✓	
Communicative		✓	
Interest	✓		

This table above the observation for a second session Titled was about lecture which is grammar lecture . we noticed some changes compared with the first observation because the teacher doesn't use technological tool during the session to motivate them , here the participation was high and the interest also however in the first session was the opposite .

Conclusion

Chapter Tow: Research design “Method” and Result

The findings were investigated pupils which is showing the results of the data gathered . The results were the mentioned questions presenting the interview made with the pupils in order to know their comments about the listening comprehension difficulties . This chapter investigate the data collection tools during the description of the study . Such as : The interview made with the pupils and the classroom observation . Those questions were applied to know the pupils opinion”s in the listening comprehension .

Chapter Three

Discussion

General Conclusion

Introduction

This chapter discusses the results of the study which mentioned the listening comprehension tests presents the discussion of the interview , the discussion of the scripts questions and the conversation. This chapter hypothesize our data collected .This chapter includes the conclusion and the recommendation too .

1) Discussion of The Study

The finding relates to the listening comprehension tes tand it's questions :

The conversation :

Mrs. Thamson : Hi! Tom , How are you doing ?

Mr. Tom : Hello ! Miss ThamsonI'am a great . Thank you .

Mrs. Thamson: Tom tell me what do you do in Sundays ?

Mr. Tom: On Sundays , I get up at 10:00 a.m. Than I read my newspaper in the kitchen . I have my breakfast at 11.30 and than I telephone my mother in Scotland .

Mss. Thamson : What do you do in the afternoon ?

Mr. Tom : In the afternoon , At 1 o'clock I play tennis with my sister and after that , we eat dinner in a restaurant . At 6 o'clock I swim for 1 hour and then I go by pick to my brother "s house we talk and listen to music .

Mss. Thomson : How about in the evening ?

Mr. Tom : I watch TV in the evening and drink a cup worm milk . Igo to bed in 11:30

Mss. Thamson : thank you Tom

Mr. Tom : You are welcome .

The Listening Comprehension questions :

Question (1) : What the woman's name ?

Question (2) : What the man's name ?

General Conclusion

Question (3): Does Tom telephone his mother in the morning ?

Question (6) : How long Tom swim for ?

Question (7) : Does tom drink milk in the evening ?

Question (8) : At what time does Tom go to bed ?

3) Discussion of pupil's answers :

The researcher investigate his data by gathering the appropriate information that he want to work on. Due to the first question , The answers of pupils were correctly . However , The third and sixth questions pupils did some mistakes, This because of the misunderstanding of the listening comprehension test and to the spoken language too , Reasons of the speed of speech .

The other factor which contributed the data analysis is the noise around the pupils because they were speaks to each others , so ,They did some mistakes during the listening comprehension question .

4) Discussion of the interview results:

Discussion of the results obtained from teacher's interview

The teacher declared that listening comprehension sessions are very important to learners to achieve because listening presents one of the four skills that enhanced the ability of pupils . He commented that listening comprehension is difficult for second year pupils of Middle school to be as a principle subject to learned because pupils still beginners and their level is intermediate .

Some declarations of the Teacher about what makes listening Comprehension difficult :

- 1) The listening scripts are too long
- 2) The listening scripts are not appropriate for pupils level because they are beginners.

Because listening scripts consists a hard grammar and vocabulary .

General Conclusion

During the discussion with the teacher presenting the question below : What are the strategies applied to develop pupils listening activities ?

He declared that there are a several strategies that make pupils develop their listening comprehension abilities , Such as : Listening Materials , Pupils physical limits and supporting equipments .

Due to the listening Materials , Different phonological system and the speed of speech which contributed the listening comprehension mastery . However the supporting equipments , The teacher mentioned that only a small number of pupils faced the trouble related to the equipments .

Another factor that Vocabulary recognition Is other dilemmathat student' sfaced while listening to English texts because they try to understand every single word which hinder their Comprehension. In addition to that ,students do not recognizing what is said in the Listening text because they are not familiar with the words because they are beginners . However, we can find that they could know the pronunciation while listening but can not guess and relize what these words are. When Students being able to recognize and understand words this would lead them to feel afraid and then stop listening.

Furthermore, It is not easy for students to answer WH questions based on what they listened and as we observed it was difficult for them to listen and take notes in the same time to provide proper answer. Also, the speed of the speech is another problem which students face so, they should control the speed of the speaker by repeating the Listening text and with this condition it is obtained an illustration that listening activities are mostly classical by equality of student's ability to listen. There are limitations to the material that only follows audio recording and here students will motivate more and they would be ready to listen well .

General Conclusion

Conclusion

The result of the investigate data findings was indicated the several problems occurred the learning of listening comprehension. The problems were related to a listening materials, pupils listening materials, pupils physical setting and supporting equipment. Based on the data obtained from the interview made with the teacher and the participants that encounter second year pupils during the listening comprehension session, This study found that pupils applied several strategies to develop their listening comprehension mastery.

General Conclusion

General Conclusion

General Conclusion

This chapter presented the conclusion based on the research findings and the discussion presented in the previous chapters . The conclusions are drawn based on the results of the study . The findings of the study showed that there are many factors to contribute the listening comprehension .

The research conducted the participants noticed their difficulties during the Listening comprehension . This investigation used some different tools to collect the data such as : The interviews , The classroom observation and some questions . In the introductory chapter contains the principal elements that have been followed in our research paper such as: the statement of the problem , the aim of the study , the questions and the hypothesis . However, the first chapter presented the theoretical part that deals with the different definitions by deferent researchers with some strategies and types related to the listening comprehension .

Due to the second chapter it consist of two parts things research design and the results presented the data gathered from the participants and showing the analysis of those data . However the last chapter presents the discussion of the study with some recommendations

Recommendations

In this chapter , The researcher suggest some recommendation to the teachers related to the pupils problems in the listening comprehension . The recommendation are follows :

Recommendation for the Teachers

- Teachers should intensify tasks that boost pupil's interest .
- Teachers should give students guidance showing how to listen.

General Conclusion

- Teachers should have a better understanding of their pupil's listening difficulties and evaluate their teaching methods to improve pupil's listening difficulties.
- It is hoped that teachers should use English in classes. In this way pupils get used the spoken language .
- Teachers should give pupil's opportunity to use the spoken language in a real situation.
- Teachers should provide documentary film to the pupil's making conversation and interviews with partners to have better pronunciation .
- Teachers should familiarize their students with rules of pronunciation in order to help them hear the different form of rapid natural speech and ask them to imitate native speakers pronunciation.
- Teachers should advice pupils to lyrics through social media ..
- Teachers should give their students the necessary feedback on their performance because it can promote their error correction and increase their motivation, and help them to develop their confidence in listening exercises.
- Teachers should provide opportunities for develop Top-down and Bottom-up processing skills because Top-down activities motivate students to discuss what they already known about the topic and Bottom-up components of the language such as : sounds, words, intonation and grammar structures.
- Teachers should be encourage students to develop listening strategies to improve learner's disability.
- Teachers should be appropriately trained in speaking skills. Listening is related to good pronunciation therefore, they should have a good and acceptable pronunciation which can help them to become better listeners.

General Conclusion

- Teachers should ask their learners always listen to music, news on the radio and television. Also talk to a native speakers face to face on the internet so, they can create and reinforce a good hobbit in listening and in listeners themselves.

Recommendation for the students :

Concerning the conclusion , The researcher would like to propose some recommendations related to the pupil's problems in listening comprehension . The recommendation are follows:

1. Pupils need to improve their listening skill by practicing more listening exercises and on listening to English talks as many as possible to expending their knowledge .
2. Pupils also should motivate themselves to enrich their listening skill .
3. Pupils should learn more about the strategies that can be useful in listening comprehension especially in facing comprehension problems .

Limitation of the study

The dissertation witnessed some obstacles that made our research work and our data gathering hard to be obtained . The researcher faced a number of limitation that hindered his way to have a suitable findings which investigate difficulties in listening comprehension second year pupils of Middle school .

Due to the small number of the participants , Our investigation was hard to work with .

Another obstacle that the researcher confronts is the miss-understanding of the questions , This due to the level of the pupils that they have , despite the fact that the questions were very easy and simple but they do not answer well because they were not good in English .

Another limitation of the study is Time , It is the most factor that is insufficient to the researcher in order to gather his data because in that period pupils were busy revising for their exams that's

General Conclusion

why they were not interested because the collected data was gathered by the end of the semester . However , The researcher wanted to have extra session to investigate his research.

Due to the obstacle smentioned before the researcher finished his research works successfully and accessed the results findings and Questions and the hypothesis .

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Appendix (A)

Appendix

The conversation :

Mrs. Thamson : Hi! Tom , How are you doing ?

Mr. Tom : Hello ! Miss ThamsonI'am a great . Thank you .

Mrs. Thamson: Tom tell me what do you do in Sundays ?

Mr. Tom: On Sundays , I get up at 10:00 a.m. Then I read my newspaper in the kitchen . I have my breakfast at 11.30 and than I telephone my mother in Scotland .

Mss. Thamson : What do you do in the afternoon ?

Mr. Tom : In the afternoon , At 1 o'clock I play tennis with my sister and after that , we eat dinner in a restaurant . At 6 o'clock I swim for 1 hour and then I go by pick to my brother "s house we talk and listen to music .

Mss. Thomson : How about in the evening ?

Mr. Tom : I watch TV in the evening and drink a cupy worm milk . Igo to bed in 11:3o

Mss. Thamson : thank you Tom

Mr. Tom : You are welcome .

Appendix (B)

Appendix

After listening to the passage ,read the questions bellow then answer the questions by putting (X) in the appropriate box.

Questionnaire

1.what is the mane's name?

A) Brain

B) Tom

C) James

2.what is the woman's name ?

A)Mrs.Clay

B)Mrs.Smith

C)Mrs.Thamson

3.Does Tom telephone his mother in the morning ?

A) yes ,he does

B) No,he does not

4.Tom plays tennis with his sister at 1:00 p.m

A)Yes

B)NO

5.His mother lives in

A) England

B)The USA

C)Scotland

6.How long Tom swim for ?

A) 4 hours

B) 3 hours

C) 1 hours

7.Does Tom drink milk in the evening?

A)Yes,he does

B)No, he does not

8.At what time does Tom go to bed ?

A) at 11:00

B)at 11:30

C)at 12:00

Appendix (C)

Appendix

List of the interview questions “Teacher”s interview”

Question 1: what makes listening Comprehension difficult?

Question2:What makes listening comprehension difficult for you ?

Question 3: What do you feel while listening to a recording?

Question 4: Was listening taken into consideration in your school ?

Difficulties facing second year pupils during the listening comprehension

Name: *A. Algal*.....
Family Name: *Motrougou*.....
Level: Second Year Middle School

After listening to the Ricord, read the questions bellow than Answer the questions by putting in the appropriate box.

Questions

1- What is the man's name ?

A) Brain

B) Tom

C) James

2- What is the woman's name ?

A) Mrs. Clay

B) Mrs. Smith

C) Mrs. Thomson

3- Does Tom telephone his mother in the morning

A) Yes, he does

B) No, he does not

4- Tom plays Tennis with his sister AT 1:00 p.m

A) Yes

B) No

5- His mother lives in

A) England

B) The USA

C) Scotland

6- How long Tom swim for?

A) 4 Hours

B) 3 hours

C) 1 hour

7- Does Tom drink milk in the evening

A) yes, he does

B) No, he does not

8- At what time does Tom go to bed ?

A) At 11:00

B) At 11:30

C) At 12:00

Difficulties facing second year pupils during the listening comprehension

Name: Riley.....
Family Name: Darhami.....
Level: Second Year Middle School

After listening to the Ricord, read the questions bellow than Answer the questions by putting in the appropriate box.

Questions

1- What is the man's name ?

A) Brain

B) Tom

C) James

2- What is the woman's name ?

A) Mrs. Clay

B) Mrs. Smith

C) Mrs. Thomson

3- Does Tom telephone his mother in the morning

A) Yes, he does B) No, he does not

4- Tom plays Tennis with his sister AT 1:00 p.m

A) Yes

B) No

5- His mother lives in

A) England

B) The USA

C) Scotland

6- How long Tom swim for?

A) 4 Hours

B) 3 hours

C) 1 hour

7- Does Tom drink milk in the evening

A) yes, he does B) No, he does not

8- At what time does Tom go to bed ?

A) At 11:00

B) At 11:30

C) At 12:00