

***Listening Comprehension Difficulties of College Students: Basis  
for Remediation Strategies in the Classroom***

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**Abstract**

This descriptive research determined the listening comprehension difficulties experienced by college students when listening to aurally- presented text/s. Difficulties were categorized based on the factors causing them. The findings were used as basis for the proposed classroom remediation strategies. The main tool used to gather the essential data was survey questionnaire with rating scale. Results revealed that the students *often* experienced difficulties in listening due to physical setting that was noisy and listening aids/materials/equipment that had problems with the volume quality. They *sometimes* had problems with the: 1) listening comprehension process; 2) texts' linguistic features; 3) concentration; 4) psychological characteristics pertaining to their interest, attitude towards the text, and their confidence; 5) listener; 6) speaker/reader; and 7) content of the text. Thus, appropriate strategies were proposed to remediate the difficulties experienced by the students.

Key Words: listening comprehension difficulties, remediation strategies, listening comprehension process, linguistic features, psychological characteristics, physical setting, content, speaker

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## Introduction

Most English language learners claim that listening is the communication skill that is easiest to learn. They may be right for listening is a receptive skill, not a production one. Listening is frequently used as a communication skill in the classroom that can facilitate the emergence of the other skills. Educators, communication and business experts agree that listening is an important skill that requires hard work. Supporting this observation, Adler and Elmhorst (2002) stressed that listening involved far more than sitting passively and absorbing other's words. In his best-selling book, Stephen Covey identifies it as one of the "seven habits of highly effective people." Cited by Adler and Elmhorst (2002), Tom Peters, business consultant and co-author of *In Search of Excellence* and *A Passion for Excellence*, emphasizes that one key to effective leadership is listening. A more recent study focused on listening in business setting and in different work contexts. Personnel at all levels – including top-, middle-, and lower level managers, workers with no managerial responsibilities, and university students – were asked to note the time they spent engaged in various types of communication during a typical week. The results were impressive: Listening 32.7%, Speaking 25.8%, Writing 22.6%, and Reading 18.8%.

Adler and Towne (2001) lamented that despite the importance of understanding others, the quality of listening is generally poor in most organizations. In classroom settings alone, communication between the teachers and the students typically achieve no more than 25 to 50 percent accuracy in interpreting each other's remarks. After 24 – 48 hours, the recall level drops to 25 percent.

In the field of education, Thomlison (1984) remarked that listening comprehension (LC) is considered as indispensable part of literacy development, as it is the bridge between spoken and written language. Factors affecting listening comprehension have to be investigated to determine which ones serve as interference or contributory to effective communication between and among the communicators. If students struggle with listening comprehension they will struggle to learn academically, especially in situations where aurally – presented materials are used for instruction purposes.

Research results revealed that students' problems in listening comprehension were caused by speech rate, vocabulary, and pronunciation. In terms of speaker factor, it was revealed that 'clarity' was the main cause of EFL listening difficulties. As to listener factor, 'lack of interest' 'the demand for full and complete answers to listening comprehension questions' were the two main difficulties encountered by EFL students. Hamouda (2013), on the one hand, attributes the difficulty of listening comprehension to varied sources: students' listening comprehension process, linguistic features, failure to concentrate, learner's psychological characteristics, the listener, the speaker, the physical setting, and the content of the text. In Rubin's study (1994), it was found out that most listening comprehension difficulties experienced by students were due to four major factors: the speaker, the listener, the environment, and the text itself.

The research results examining how certain factors or conditions affect L2 listening comprehension is considered very limited. The literature contains inconsistencies in how factors of interest within these aspects are described. More empirical studies are

needed to explore learners' own perceptions of their listening experience since listening cannot be observed directly and described precisely. Learners' perceptions may offer clues to the sources of comprehension breakdowns.. Albeit, much of the research reports reveal weak or inconclusive results, leaving many factors still unresolved.

Driven by the researcher's concern with their students' listening performance in the classroom, this study was conducted. Specifically, it aimed to identify the comprehension difficulties frequently experienced by the college students when listening to aurally-read texts in English, determine the factors that may have caused their difficulties, and propose remediation strategies that may be applied in the classroom to improve students' listening comprehension. It is hoped that this study will raise teachers' awareness of the students' difficulties in listening comprehension, awareness that may be instrumental in helping them conceptualize and apply appropriate treatment measures.

Two hundred eighty (280) students who had taken English 3 and/or were taking English 3 during the time that the research was being conducted participated in the research in the 1<sup>st</sup> semester of the academic year 2015-2016. One hundred forty (140) students came from the BEEd department, similarly, 140 came from the BSEd department: 70 second year and 70 third year students from the BEEd classes, also, 70 second year and 70 third year students from the BSEd classes.

Survey questionnaire was used to get information about the difficulties the students faced in EFL listening while taking English course/subjects at the College of Education, Tarlac State University. The questionnaire was designed after a review of the literature (Underwood, 1989; Rubin, 1994; Dunkel, 1991; Lotfi, 2012; Hamouda 2013) about factors that influence listening comprehension.

The questionnaire consisted of two parts. Part 1 contained 2 questions to collect participants' names as well as course and section. Part 2 included eight (8) factors that influence listening comprehension of the students, namely: A. *Difficulties Related to Students' Listening Comprehension Process* (12 items); B. *Listening Difficulties Related to Linguistic Features* ( 16 items); C. *Difficulties Caused by Failure to Concentrate* ( 6 item); D. *Listening Difficulties Related to Psychological Characteristics* (5 items); E. *Listening Difficulties Related to the Listener* (7 items); F. *Listening Difficulties Related to the Speaker* ( 7 items); G. *Listening Difficulties Related to the Physical Setting* (3 items); H. *Listening Difficulties Related to the Content of the Text* (9 items). A total of 75 descriptions of listening comprehension difficulties were identified and described. The answers were recorded on 4-point Likert Scale (Never, Sometimes, Often, And Always).

## Discussion

### 1. Difficulties Most and Least Frequently Experienced by the College Students When Listening to Aurally-Presented Texts in English.

#### 1.1. Difficulties Related to Students' Listening Comprehension Process

Listening comprehension is an active process in which a person concentrates on selected aspects of aural input, form meaning from a passage read, and associate what he/she hears with existing knowledge. It encompasses the multiple processes involved in understanding and making sense of spoken language.

Table 1 shows the statistical results on the difficulties the students experienced most and least frequently in terms of listening comprehension process.

Difficulties	M	D
1. I find it difficult to make a mental summary of information gained through listening.	2.17	S
2. During listening, I have difficulty checking whether I correctly understand the meaning of the whole chunks of the listening text.	2.10	S
3. While listening, I find it difficult to guess the meaning of unknown words by linking them to known words.	2.03	S
4. I find it difficult to use the context to guess those parts of a listening text that I cannot hear clearly.	1.94	S
5. While listening, I have problems making meaningful personal associations with the new information.	1.89	S
6. When I listen to texts in English, I experience difficulty with listening for the main idea of the text.	1.85	S
7. I find it challenging to focus on the text when I have trouble understanding.	1.81	S
8. Before listening, it is difficult for me to predict from the visuals what I will hear.	1.96	S
9. It is difficult for me to relate what I hear with something from an earlier part of the listening text.	1.77	S
10. I have difficulty finding out what the main purpose of the listening task I am going to do.	1.72	S
11. After listening, I find it difficult to evaluate the overall accuracy of my comprehension.	1.72	S
12. While listening, I have difficulty checking my understanding of the text based on what I already know about the topic	1.60	S
Grand Mean	1.88	S

Table 1. Difficulties related to students' listening comprehension process

It could be seen from Table 1 that the first 5 ranking difficulties that many of the respondents sometimes experienced were: 1) Difficulty in making a mental summary of information they gained through listening (2.17); 2) Difficulty checking whether the correctly understood the meaning of the whole chunks of the listening text (2.17); 3) Difficulty in guessing the meaning of unknown words by linking them to known words (2.03); 4) Difficulty in using the context to guess those parts of a listening text that they could not hear clearly while listening (1.94); and 5) Having problems making meaningful personal associations with the new information (1.89). However,

the grand mean suggests that majority sometimes (1.88) experienced difficulties in listening due to the comprehension process involved.

The above findings concurred with those of Boyle (1984), Chiang and Dunkel (1992) Rubin (1994), and Lynch's (1997) studies. Having such similar findings, the researchers concluded that the students have difficulty interpreting inputs in terms of what they know and what they don't know. Current views of listening comprehension propose that listeners must know how to actively process language input. This implies that the reading teacher needs to assist students enhance their strategies in listening to fully understand what they hear or listen to.

## **1.2. Listening Difficulties Related to Linguistic Features**

Challenges in listening result from the language itself. Lack of English proficiency and their professors' use of English in class make studying of the target language not easy. Research shows that some difficulties in understanding and remembering information from speakers may be due to their inadequacy in the use of English.

Table 2 presents numerical data representing the frequency of listening difficulties the students experienced on linguistic features.

Difficulties	M	D
1. I find it difficult to infer the meaning of an unknown word while listening	2.74	O
2. I use my experience and background knowledge of the topic to understand the spoken text.	2.64	O
3. I find it difficult to understand listening texts in which there are too many unfamiliar words including jargon and idioms.	2.42	S
4. Complex grammatical structures interfered with my listening comprehension.	2.35	S
5. I find it difficult to recognize the signals which indicate that the speaker is moving from one point to another.	2.34	S
6. I find it surprising and difficult to deal with colloquial language and slang.	2.25	S
7. When encountering an unknown word, I stop listening and think about the meaning of the word.	2.25	S
8. I find the listening passage difficult to understand.	2.16	S
9. I feel fatigue and distracted when I listen to a long spoken text.	2.15	S
10. I find it difficult to follow the sequence of the spoken text when the sentences are too long and complex.	2.12	S
11. I find it difficult to interpret the meaning of a long spoken text.	2.11	S
12. I find the pronunciation familiar but cannot recognize the words.	2.10	S
13. Long spoken text interfered with my listening comprehension	2.03	S
14. I do not often pay attention to intonation of the speaker.	1.92	S
15. I find it difficult to understand every single word of incoming speech.	1.88	S
16. I find it difficult to understand listening texts when the topic is unfamiliar.	1.77	S
Grand Mean	2.2	S

Table 2. Listening difficulties related to linguistic features

Table 2 shows that majority of the respondents often found it difficult to infer the meaning of an unknown word while listening (2.74) and they often used their experience and background knowledge of the topic to understand the spoken text (2.64). The rest of the difficulties listed in the table were sometimes experienced by the students as implied by the mean scores they obtained. The overall mean (2.2) reveals that majority of the students sometimes had difficulties in comprehending aurally-presented texts due to linguistic features.

The data gathered agreed with Underwood's findings (1989) who observed that when encountering an unknown word, many students stopped listening and started thinking about the meaning of the word. This practice may interrupt the flow of speech, thus the students may miss some essential information. This tendency of seizing to listen and concentrating on the language word by word to work out on its structure, and then decide on its meaning interferes with comprehension (Underwood, 1989).

### 1.3. Difficulties Caused by the Failure to Concentrate

Another factor which affects listening comprehension is concentration. Failure to concentrate will result in the students missing some of the lecture content, which will eventually affect their understanding of the whole lecture. Hamouda (2013) said that poor concentration may be caused by visual or auditory distractions, physical discomfort, poor volume, lack of interest in the subject matter, stress, or personal bias. Regardless of the cause, when a listener is not paying attention to a speaker's dialogue, effective communication is significantly reduced.

Table 3 presents the statistical data on the frequency of listening difficulties caused by failure to concentrate.

Difficulties	M	D
1. I lose my concentration when I think of another question..	2.65	O
2. I lose my concentration if the reading/recording is of poor quality.	2.62	O
3. I am unable to concentrate because I search for the answers, and I listen to the text/passage at the same time.	2.40	S
4. I lose my concentration when the text is too long.	2.29	S
5. I lose focus of the talk when I got an expected answer in my mind.	2.27	S
6. I lose my concentration when I think about the meaning of new words .	2.19	S
Grand Mean	2.4	S

Table 3. Difficulties caused by failure to concentrate

Table 3 reveals that many students often lose their concentration when thought of another question (2.65), while some lose their concentration if the reading/ recording was of poor quality (2.62). Many were sometimes unable to concentrate because they searched for the answers, and listened for the text/passage at the same time (2.40), lost their concentration when the text was long (2.29), lost their focus when they got an expected answer in their mind (2.27), and lost their concentration when they thought about the meaning of new words they heard (2.19). It is indicated in the table that as a whole, majority of the students sometimes (2.4) consider concentration as a cause to the poor listening performance that they had in the classroom.

The data gathered go with the findings of Gilakjani and Ahmadi (2011) who found that text length was one of the major problems for listeners since they tended to lose focus after concentrating too long on the listening. Their students stated that when the text is lengthy, they have difficulty remaining focused. According to Gilakjani and Ahmadi (2011) if the exercise is too long it would be more suitable to break it up into shorter parts by pausing or a change of the speaker. Listeners can also lose their concentration if the recording is in a poor quality or they are disturbed by outside noises.

### 1.4. Listening Difficulties Related to Psychological Characteristics

The listening comprehension process is a relatively complex psychological process. When a person feels nervous or anxious he or she may not be able to concentrate on the activity that has to be accomplished. When one feels uncomfortable, the ability to understand an aurally- presented text is reduced. Boredom and frustration are other

barriers to listening comprehension. This occurs as a result of lack of interest in the topic, poor motivation, and less stimulating or monotonous lecture presentation by the teacher.

Table 4 shows the statistical results on the frequency of psychological characteristics as contributory to listening difficulties met by the students.

Difficulties	M	D
1. If I don't arrive at a total comprehension of an oral text, I feel disappointed.	2.43	S
2. I feel nervous and worried when I don't understand the spoken text.	2.41	S
3. I find it difficult to understand the spoken text which is not of interest to me.	2.21	S
4. I stop listening when I have problems in understanding a listening text.	2.11	S
5. Before doing listening comprehension tasks, I fear that I cannot understand what I will hear.	1.88	S
Grand Mean	2.21	S

Table 4. Learners' perception of listening difficulties related to psychological characteristics

Table 4 shows that if the students did not arrive at a total comprehension of an oral text, sometimes they felt disappointed (2.43). They sometimes felt nervous and worried when they did not understand the spoken text (2.41), sometimes found it difficult to understand the spoken text which was not of interest to them (2.21); sometimes stopped listening when they had problems in understanding a listening text (2.11); before the listening comprehension tasks, sometimes they feared that could not understand what they would hear (1.88). The overall mean 2.21 means that most of the students sometimes experienced problems in listening due to some psychological concerns.

In the study of Hamouda (2013), he found that a very high percentages of students (41.7%) reached an agreement that they always felt nervous and worried when they did not understand the spoken text. Only 6.6% in his study claimed they never experienced panic when they failed to understand the spoken text. These figures also pointed out that psychological factor creates psychological problems for learners. Such study of Hamouda strengthened the findings of the current study. Harmer's research (2001) is also in concurrence with the above findings. According to him, many students stopped listening when they had problems in understanding a listening text. He also reported that some of his students lose interest in listening and some even gave up. The results seem to imply that it is the teacher's job to arouse the students' interest, help them gain confidence in themselves and make sure that they can achieve success in listening with the limited amount of English.

### 1.5. Listening Difficulties Related to the Listener

It has been observed in many classrooms that a student with a low level of intelligence will have a harder time comprehending and understanding a text that is being read by someone else. On the other hand, a person that has a high level of

intelligence will better understand the message intended by the speaker. There could be other factors that may have caused listening difficulty.

Table 5 shows the findings on the frequency of listening difficulty due to some other factors that concerned the listeners themselves.

Difficulties	M	D
1. At the time of listening, I find it difficult to predict what would come next.	2.16	S
2. I find it difficult to recognize the words I know because of the way they are pronounced.	2.09	S
3. I find it difficult to quickly remember words or phrases I have just read.	2.04	S
4. There are words that I would normally understand in writing, but when I hear them in a stream of speech, I find it difficult to tell where one word finishes and another begins.	2.04	S
6. I find it difficult to listen to English without transcripts.	2.03	S
7. I find it difficult to get a general understanding of the spoken text from the first listening.	1.91	S
8. I find it difficult to answer questions which require other than a short answer (e.g., why or how questions).	1.90	S
Grand Mean	2.03	S

Table 5. Listening difficulties related to the listener

Table 5 shows that majority of the students sometimes experienced the following difficulties/problems in listening: 1) Difficulty in predicting what would come next at the time of listening (2.16); 2) recognizing the words they knew because of the way they were pronounced (2.09); 3) quickly remembering words or phrases they had just read (2.04); 4) telling where one word finished and another began when hearing them in a stream of speech (2.04); and listening to English without transcripts (2.03). In general, majority of the students sometimes (2.03) experienced listening difficulties because of personal matters.

The result implies that most students find it difficult to recognize the words they already knew because of the way they are pronounced. The problem may have been due to lack of flexibility in their listening skill. They could not recognize almost similar sounding words or are unable to understand words in context. This result is also consistent with Ur's declaration (1984), which states that if a word is pronounced differently from the way it was said when it was learnt, the listener may not recognize it as the same word, or may even miss its existence completely. Listener anxiety can have a profound effect too on comprehension abilities. When listeners are so much concerned with the complexity of the passage their ability to concentrate falters, and comprehension declines.

## 1.6. Listening Difficulties Related to the Speaker

Many experts claimed that genres of accented speech would result in a significant reduction in comprehension. Fan (1993) pointed out that usually ESL/EFL listeners are used to “their teacher’s accent or to the standard variety of British or American English”. In this case teachers have to familiarize the students with both British and American accents. This is true and even necessary if the teacher would use a recorded speech, discourse, or passage which the students would listen to.

Table 6 reveals the findings on the frequency of difficulty experienced by the students due to the speaker/reader her-/himself.

Difficulties	M	D
1. I find it difficult to understand well when the speaker speaks too fast.	2.81	O
2. I find it difficult to understand the listening text when the speaker does not pause long enough.	2.21	S
3. I find it difficult to understand the meaning of the spoken text without seeing the speaker’s body language.	2.16	S
4. I find it difficult to understand the meaning of words which are not pronounced clearly.	2.12	S
5. I find it difficult to understand well when the speaker speaks with a variety of accents.	1.93	S
6. I find it difficult to understand the natural speech which is full of hesitation and pauses.	1.88	S
7. I find it difficult to understand the recorded material if I am unable to get things repeated.	1.55	S
Grand Mean	2.1	S

Table 6. Listening difficulties related to the speaker

It could be seen from Table 6 that the students often (2.81) experienced difficulty in understanding well when the speaker speaks too fast. The following four descriptions of difficulties were sometimes experienced: 1) Understanding the listening text when the speaker does not pause long enough (2.21); 2) Understanding the meaning of the spoken text without seeing the speaker’s body language (2.16); 3) Understanding the meaning of words which were not pronounced clearly (2.12); and 4) Understanding well when the speaker speaks with a variety of accents (2.81).

The above findings suggest that hesitations and pauses in spontaneous speech cause perceptual problems and comprehension errors for non-native speakers. When people speak, they often hesitate, repeat themselves, say things that are ungrammatical and change their minds halfway through a sentence. These things are a natural feature of speech and may be either a help or a hindrance, depending on the students’ level. So, the teacher’s tasks when teaching listening will be to train students to understand what is being said.

### 1.7. Listening Difficulties Related to Physical Setting

Sometimes inconvenience in the classroom affects students listening comprehension. In the large classrooms, students who are sitting at the back rows may not hear well the recording unlike the students who sit in front. Students who prefer to stay next to the windows are effected by the noise that come from outside. Such observations suggest that teachers have to take into account all this conditions and try to reduce all these distractions in the listening environment. The size of the classroom also makes difficult for teacher to manage the all class in group activity or to get feedback from students. The temperature of class can be counted as a factor that makes listening comprehension difficult.

Table 7 shows the results on the frequency of difficulties experienced by the students due to the physical setting or environment.

Difficulties	M	D
1. It is difficult for me to concentrate with noises around.	3.08	O
2. Unclear sounds resulting from the poor quality of the CD player of the recorded speech/text interfere with my listening comprehension.	2.85	O
3. Unclear sounds resulting from poor equipment interfere with my listening comprehension	2.54	O
Grand Mean	2.82	O

Table 7. Listening difficulties related to the physical setting

The data in Table 7 shows that students often experienced difficulty in concentrating due to the noises around (3.08). Unclear sounds resulting from the poor quality of the equipment, e.g., CD player that played the recorded speech interfered with students' listening comprehension. Majority of the students thought that the difficulties they encountered in listening comprehension were due to the bad recording quality / poor-quality tapes or disks.

The findings concurred with those of Bingol, Celik, Yidliz, & Tugrul Mart's (2014) studies who observed that the quality of sound system had impact on the listening comprehension of the students.

### 1.8. Listening Difficulties Related to the Content of the Text

Research have shown that the material itself may be the main source of listening comprehension problems. Unfamiliar words, complex grammatical structures, and the length of the spoken text may cause listening problems. One factor of concern in L2 listening comprehension is passage length and the extent to which listeners can cope with the amount of information that is presented for processing. Unlike reading, listening comprehension occurs in real time. Listeners may not have the option of going back to something they failed to comprehend.

Table 8 present the frequency of difficulties experienced by the students due to the content of the text.

Difficulties	M	D
1. I find it difficult to understand listening texts in which there are too many unfamiliar words including jargon and idioms.	2.43	S
2. I use my experience and background knowledge of the topic to understand the spoken text.	2.31	S
3. Complex grammatical structures interfered with my listening comprehension.	2.24	S
4. I find it difficult to interpret the meaning of a long spoken text.	2.11	S
5. I find it difficult to understand listening texts when the topic is unfamiliar.	1.99	S
6. I feel fatigue and distracted when I listen to a long spoken text.	1.97	S
7. I find it difficult to understand every single word of incoming speech.	1.97	S
8. I find the listening passage difficult to understand.	1.78	S
Grand Mean	2.11	S

Table 8. Listening difficulties related to the content of the text

Table 8 shows that the students sometimes (2.43) had difficulty understanding listening texts in which there were too many unfamiliar words that included jargons and idioms. Many also admitted that they sometimes (2.31) used their experience and background knowledge of the topic to understand the spoken text. Others sometimes (2.24) considered complex grammatical structures as interference to their listening comprehension. Sometimes (2.11), they also found it difficult to interpret the meaning of a long spoken text, likewise when the topic was unfamiliar (1.99).

This finding coincides with Butt (2010) who reported that the major problem hindering listening comprehension was that the students' vocabulary was too limited to understand the message. This also conforms to Vogely's study (1998) which shows that the difficulty in listening comprehension was partly due to the structural component of the text. Background knowledge about a topic is also an important variable that can influence listening.

The result also proves that the length of the text can be one major factor that negatively affects the learners' listening comprehension. This confirms Ur's assertion (1984) which justifies that the difficulty in listening comprehension is partly due to the length of the listening text itself which bores listeners and distract their concentration. Therefore, it can be inferred that long spoken texts interfere with the learners' listening comprehension.

Below is a summary of the factors and specific categories of difficulties experienced by many students when they listened to aurally-presented English texts/passages.

Factors	M	D
Process Physical Setting	2.82	Often
Failure to Concentrate	2.4	Sometimes
Psychological Characteristics	2.21	Sometimes
Linguistic Features	2.2	Sometimes
Content of the Text	2.11	Sometimes
Speaker	2.1	Sometimes
Listener	2.03	Sometimes
Listening Comprehension Process	1.88	Sometimes

Table 9. Summary of data on the factors causing listening comprehension difficulties experienced by the students

Table 9 discloses that students *often* experienced difficulties in listening to aurally-presented texts due to physical setting that was noisy likewise with listening aids/materials/equipment that had problems with the volume or the quality of sound. This factor obtained a mean of 2.82. They sometimes had problems with concentration, psychological-related characteristics, linguistic features, content of the text, with the speaker, the listener, and with their listening comprehension process.

It is noteworthy that the physical setting or the learning environment was considered as the major factor that often caused their difficulties in listening comprehension.

Noise likely imposes an additional load on working memory. Student listeners may be slower and less accurate at speech processing in the presence of noise, and find understanding the speech to be more effortful or tedious under noisy environment. As argued by most teachers, when noise interferes with the perception of a signal, this will be likely to increase the proportion of processing capability which a listener must devote to comprehension.

## **2. Proposed Remediation Strategies To Improve Students' Listening Comprehension**

Not all the problems described above can be overcome. Certain features of the message and the speaker, for instance, are inevitable. But this does not mean that the teacher can do nothing about them. She/He can at least provide the students with suitable listening materials, background and linguistic knowledge, enabling skills, pleasant classroom conditions, and useful exercises to help them discover effective listening strategies. A few of the remediation strategies are listed below.

<b>Causes of Difficulties</b>	<b>Remediation Strategies That May Help Students Alleviate their Listening Comprehension Difficulties</b>
1. Listening Comprehension Process	The professor/instructor may: 1) Activate the schemata by encouraging the learners to think about and discuss what they already know about the content of the listening text 2) Repeat/rephrase question or instructions 3) Ask questions everyday so the student learns the skill through repetition and practice
2. Linguistic Features	1) Use clues which are the words or phrases coming after the unknown words. Students have to make sure that they do not spend much time on guessing the unfamiliar word or they will miss the speaker's next point. 2) Restate their instructions, and simplify the vocabulary, syntax, and grammar
3. Failure to Concentrate	1) Provide "wait time" for student to process and answer question. 2) Consider alerting the student that you are about to begin speaking by gently tapping her on the shoulder or calling her name. Face her, and make sure she has eye contact with you. 3) Vary tone and volume also might help keep her attention
4. Psychological Characteristics	1) Exploit visual aids or draw pictures and diagrams related to the listening topics to aid students to guess and imagine actively. 2) Reduce the anxiety, feel confident during listening tasks, and raise personal motivation in enhancing listening ability
5. Listener	1) Require the listeners (students) a conscious effort and a willing mind to listen 2) Use pictures, gestures, etc. when giving directions
6. Speaker	1) Help students expose themselves and get familiar with precise pronunciation of native speakers 2) Unimportant points or small details should be spoken more quickly. Important points, such as main ideas, are usually spoken more slowly and clearly.
7. Physical Setting	1) Seat the student in an optimum position in room free of distractions. 2) Stand directly in front of student when giving directions.
8. Content of the Text	1) Provide short listening texts. 2) Teach students how to take note . 3) Adopt and adapt listening materials that match their students' interest and background d. Use multiple hearing/listening

## Conclusions

The students often experienced difficulties in listening to aurally-presented texts due to physical setting (or learning environment) that was noisy and to listening aids/materials/equipment that had problems with the volume or the quality of sound. They sometimes had problems with the listening comprehension process, the texts' linguistic features, concentration, psychological characteristics pertaining to their interest, attitude towards the text, and their confidence, the listener, the

speaker/reader, and content of the text. Difficulties in listening comprehension which the college students experienced can be alleviated or reduced by applying appropriate or suitable remediation strategies targeting the causes of the difficulties. Therefore, the learning environment and the quality of the audio material/equipment are the most frequent causes of listening comprehension difficulties experienced by the students. Listening comprehension difficulties could be alleviated or reduced by applying remediation strategies across disciplines. Schools must provide a teaching-learning environment that is free from distractions (e.g. noise). Likewise, further studies on listening comprehension difficulties could be correlated with their general English proficiency or reading comprehension performance. Future researchers may also investigate physiological or neurological reasons for the listening difficulty.

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