



T.C.

UFUK UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

ENGLISH LANGUAGE EDUCATION PROGRAMME

**THE PERCEPTIONS OF ELT MAJORS ON THE DIFFICULTIES OF
LISTENING COMPREHENSION**

MASTER'S THESIS

TUĞÇE MERMER

SUPERVISOR

PROF. DR. MEHMET DEMİREZEN

ANKARA

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BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kağıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

☒ Tezimin tamamı her yerden erişime açılabilir.

☐ Tezim sadece Ufuk Üniversitesi yerleşkelerinden erişime açılabilir.



180770089

Tuğçe MERMER



To the memory of İnan AVŞAR

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ABSTRACT

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The present research, which was conducted at the English Language Teaching Department at Ufuk University with 161 participants, was designed to determine the perceptions of ELT majors on the difficulties of listening comprehension problems. This study also aimed to find out the relationship between learners' listening comprehension problems and their gender and proficiency levels. The data were collected through a five-point likert scale listening comprehension problems questionnaire. The quantitative findings of the research have revealed that learners struggle with the problems related to message category most and it was followed by the problems related to the listener category. According to the qualitative findings of the research, the most problematic category was the speaker category. Furthermore, it was found out that gender made no significant difference to listening comprehension problems, however, proficiency levels correlated with listening comprehension problems significantly.

Key words: listening comprehension problems, strategy, memory, gender, proficiency levels

ÖZ

MERMER, Tuğçe. İngiliz Dili Eğitimi Öğrencilerinin Dinleme Anlama Zorlukları Üzerine Algıları, Yüksek Lisans Tezi, Ankara, [2020]

Ufuk Üniversitesi İngiliz Dili Eğitimi Bölümü'nde 161 öğrenci ile yürütülmüş olan bu çalışma, İngiliz Dili Eğitimi Bölümü'nde okuyan öğrencilerin dinleme-anlama zorlukları üzerine algılarını saptamak için tasarlanmıştır. Bu çalışmada aynı zamanda öğrencilerin dinleme-anlama problemleri ile cinsiyet ve dil seviyeleri arasında bir ilişki olup olmadığı bulunmaya çalışılmıştır. Veriler beşli likert ölçeğinde, dinleme-anlama problemleri anketi kullanılarak toplanmıştır. Araştırmanın nicel bulguları, öğrencilerin mesaj kategorisiyle ilgili problemlerle en çok mücadele ettiklerini ve bunu dinleyici kategorisiyle ilgili problemler izlediğini ortaya koymuştur. Araştırmanın nitel bulgularına göre en sorunlu kategori konuşmacı kategorisidir. Ayrıca, cinsiyetin dinleme-anlama problemleri üzerinde anlamlı bir fark yaratmadığı, ancak dil seviyesinin, dinleme-anlama problemleri ile ilişkili olduğu görülmüştür.

Anahtar sözcükler: dinleme-anlama problemleri, strateji, hafıza, cinsiyet, dil seviyeleri

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ELT: English Language Teaching

L1: First Language

L2: Second Language

S: Students

SPSS: Statistical package for the social sciences



CHAPTER I

INTRODUCTION

1.1. Introduction

The purpose of this chapter is to present the background of the study, conceptual framework, statement of the problem, purpose, and significance of the study, research questions, and finally the definition of the terms.

1.2. Background of the Study

Listening is one of the most crucial skills in second language acquisition. Nunan (1998) claimed that listening time spend by students in a foreign language was more than 50 % (as cited in Nation & Newton, 2009). However, as Morley (2001) notes: “It has taken many years to bring the language teaching profession around to realizing the importance of listening in second and foreign language learning”. Vandergrift (2007) also argues: “Listening comprehension lies at the heart of language learning, but it is the least understood and least researched skill”. Listening had a minimum attention compared to reading, writing, and speaking, and it was subordinated to speaking this is the reason why Nunan (1997) calls it “the Cinderella skill in second language learning” (p.42).

When the history of English language teaching is laid down, it is seen that in grammar-translation approach, which was one of the main approaches to teach English, there is no mention of listening because there were two components to a grammar translation syllabus: grammar and lexical elements (Flowerdew & Miller, 2005). As noted by Field (2008), listening was mainly a way to introduce new grammar through short conversations, which was the only type of listening practice for learners in the earlier periods of English language teaching. In the direct method

approach, which came into being as a reaction to grammar-translation approach, L2 was the only language used in classrooms, but no attempt was made to teach listening and improve listening strategies in students (Flowerdew & Miller, 2005). According to Field (2008), the challenge of teaching this skill is also a cause for downgrading listening, which is commonly viewed as ‘passive skill’ occurring in the hidden reaches of the mind. Field (2008) maintains claiming that it is not easy to achieve observable results, that is, there may be no evidence of improved performance in spite of extensive practice.

However, since 1969, language learning and teaching theory have profoundly changed in several respects as a result of ‘The International Association of Applied Linguistics Conference’ held in 1969 in Cambridge, England (Morley, 2001; Osada, 2004). Feyten (1991) states that “In 1979 the first professional society, the International Listening Association, was established solely for the advancement of listening” (p.173). Like other skills, listening instruction was strongly affected by improvements in language methodological approaches (Osada, 2004; Field, 2008; Goh, 2014). As Osada (2004) claims, during the 1980s and 1990s, emphasis on listening instruction increased significantly. Therefore, it can be clearly said that during the last 50 years, tremendous changes have occurred in listening instruction and it has become a major field of research (Morley, 2001; Osada 2004).

Research into listening, which focuses on the problems from the learners’ perspective, reveals that listening is an area of language development that many learners find most challenging (Yıldırım, 2013; Aryadoust & Goh, 2016). There are three broad categories of listening comprehension problems, which are “listener factors, speaker factors, and factors in the material” (Boyle, 1984). Rubin (1994) lists the problems as follows: “text characteristics, interlocutor characteristics, task

characteristics, listener characteristics, and process characteristics.” Hamouda (2013) suggests seven categories for the listening comprehension problems: “listening materials, linguistic problems, failure to concentrate, psychological characteristics, the listener, the speaker, and physical settings.”

1.3. Conceptual Framework

1.3.1. Schema Theory

Schema theory is defined by Rumelhart (1980) as the following: “A schema theory is basically a theory about knowledge. It is a theory about how knowledge is represented and about how that representation facilitates the use of knowledge in particular ways” (p. 34). According to this theory, all knowledge is organized into units, which is called the schemata. Besides knowledge itself, information on how that knowledge is to be used is integrated into these knowledge packages (Rumelhart, 1980). A text offers listeners and readers only instructions about how they can obtain or construct meanings from their own experience (background knowledge) according to this theory (Carrell & Eisterhold, 1983). Carrell and Eisterhold (1988) classified schema theory into two types: linguistic schema and content schema. Linguistic schema is the current linguistic awareness of the listener such as phonetics, lexis, and grammar (Carrell & Eisterhold, 1988). Content schema is claimed to be individual background information about the subject, in other words, it refers to context details relevant to subject and cultural and social knowledge and represents the degree to which students familiarize themselves with listening materials (Carrell & Eisterhold, 1983).

1.3.2. Types of Listening

Rost (2001) lists the types of listening as follows: intensive, selective, interactive, extensive, responsive, and autonomous. He suggests that a holistic listening strategy should include all six types, with educational priority given to those which are most involved and aligned with the goals of learning and assessment. In intensive listening, main concerns are phonology, syntax, and lexis. Selective listening focuses on main ideas and pre-set tasks. In interactive listening, as the name suggests, learners communicate with others verbally and become active listeners. In extensive listening, learners listen to longer texts for several minutes at a time and focus on meaning. Academic listening is also a part of extensive listening. In responsive listening, learners' responses are taken into consideration, that is, learners search for ways of reacting and of sharing her/his own thoughts and ideas. Lastly, in autonomous listening, learners are expected to become autonomous, so they choose extracts and assignments for themselves; track progress for themselves; agree on patterns of contact with others. Furthermore, Wilson (2008) argues that there are four types of listening, which are listening for gist, listening for specific information, listening in detail, and inferential listening.

1.4. Statement of the Problem

For many EFL students, it is challenging to comprehend natural spoken English at normal pace (Goh, 2000; Hasan, 2000). Like many EFL learners, EFL learners in Turkey have serious problems in listening comprehension since the education system pays more attention to grammar, reading and vocabulary in primary, secondary, and high school, which means that listening has been disregarded despite its importance. University students in Turkey have severe and ongoing listening difficulties in a similar manner to other EFL students all over the

world (Demirkol, 2009). It should be noted that listening and speaking skills are not critical elements of several course books or curricula and when planning their courses, teachers tend not to take these skills into consideration, which is the case in Turkey (Ahmadi & Gilakjani, 2011; Hamouda, 2013). Consequently, when students start studying at university, they face listening comprehension problems.

During my teaching experience, I had a chance to observe my students' performance in listening activities which encouraged me to choose this topic. My personal experiences of teaching English showed me that students have some negative views on listening skill, in other words, they think listening is a difficult skill to learn and it is not more important than grammar or writing. To illustrate, if there is a grammar instruction in the morning session and a listening lesson in the afternoon, students join the morning session and then leave just because they think when they miss the grammar lesson, it is risky for them, but nothing happens if they miss the listening session. Besides these views, one of the problems I noticed is they do not know how to listen, therefore, they try to understand every single word, but they miss some words which results in frustration. My other observation is students get bored and start talking to their friends when the recording is long. Especially, after the exams, they often say listening part is difficult because it is too long and speakers speak too fast. As a result, all of these reasons seem to be an obstacle for students' listening comprehension performance.

1.5. Purpose of the Study and Research Questions

This study focused on the perceptions of ELT majors on the difficulties of listening comprehension. The purpose of the study is to find out what kind of problems the students encounter during listening and whether these problems vary according to gender and proficiency levels. In accordance with the literature review

which will be presented in the following chapter, the current study seeks to confront the gap in the literature and addresses the need to identify the listening comprehension problems in Turkish context via answering the following research questions:

- 1) What are the most and the least frequently reported listening comprehension problems?
- 2) What are the students' views on factors that inhibit their listening comprehension performance?
- 3) Do listening comprehension problems vary in terms of the following variables?
 - a) Gender
 - b) Proficiency level

1.6. Significance of the Study

Once students' listening comprehension problems are detected and teachers become more aware of these problems, they can support their students to enhance their success in listening comprehension by suggesting new materials or introducing strategies related to the learners' needs. Demirkol (2009) points out that pedagogical consideration of listening problems of students in relation to gender and proficiency levels is important, so teachers can contribute more consciously to the problems of their students. The results of this study are hoped to contribute in the field.

1.7. Definitions of Terms

The following terms, which are defined shortly, will be used in this study.

Bottom-up Process: It is a mechanical process in which listeners start by identifying phonetic sounds, defining them as phonemes, working out the morphological structure- identifying plural endings, etc. – and at the end, listeners arrive at a word, then the same steps are proceeded for the next word and finally, they identify a word, a noun phrase, and keep building structures until getting a sentence, that is, they gradually construct meaning from phonemes to words into ever-larger units of meaning (Brown, 1990; Goh & Vandergrift, 2012).

Listening: Listening, which includes seven components: “volition, focused attention, perception, interpretation, remembering, response, and the human element”, is an active process that human beings consciously do of receiving, making meaning from, and answering to spoken and/or nonverbal messages (Purdy, 1997).

Phonetic Memory: Phonetic representation of an utterance is stored and phonetic form of a word becomes a permanent entry in a speaker’s vocal repertoire (Studdert-Kennedy, 2000).

Shadow Listening: Shadow listening is a technique that makes language learners repeat what they hear simultaneously with the transcript in front of them (Hamada, 2017).

Schema Theory: It is a theory about how knowledge is represented and about how that representation facilitates the use of knowledge in particular ways (Rumelhart, 1980).

Top-down Process: It refers to “the use of prior knowledge,” which may refer to “world knowledge”, “knowledge of the speaker or context, or analogy”, and

application of context to interpret the message (Richards, 2008; Goh & Vandergrift, 2012; Wilson, 2008).

1.7. Conclusion

This chapter presented the background of the study, conceptual framework, statement of the problem, purpose and significance of the study, research questions, and lastly, the definition of the terms. Next chapter will present the review of the literature.



CHAPTER II

LITERATURE REVIEW

2.1. Introduction

The second chapter will examine the literature on listening skill and problems related to listening comprehension. It begins by laying out the importance of listening. It will then go on to the definition of listening comprehension. Thirdly, listening in L1 and L2 will be explained, then, processes of listening will be touched upon. Next, potential problems related to listening comprehension will be examined. Lastly, related studies in the literature will be presented.

2.2. The Importance of Listening

Listening is the first and the most significant skill developed by children during the period of first language acquisition and it is a kind of gateway to L1 acquisition (Pekel, 2019). Nation and Newton (2009) emphasized the importance of listening stating that the first steps of the development of languages in the first language of an adult (and the naturalistic learning of other languages) are based on listening which is the natural forerunner to speaking.

Like in the first language acquisition, listening is one of the most fundamental skills in second language learning. Baker and Vandergrift (2015) emphasize the importance of listening stating that effective listening awareness is an essential factor in language education performance. The significance of listening skills in foreign language learning can not be ignored since it is a must to get input in order to acquire a language (Hamouda, 2013). Similarly, Rost (2001) argues that language classes have a significant listening role because it provides learners with input and plays a crucial role in the development of learners' language. Richards

(2008) states that “the main function of listening in second language learning is to facilitate understanding of spoken discourse” (p.3).

It is particularly essential for students to listen to or hear voices other than the teacher, to learn good speaking habits, and to increase their own pronunciation (Harmer, 2001). Nunan (1998) claimed that listening time spent by students in a foreign language was more than 50 % (as cited in Nation & Newton, 2009). Rost (2001) emphasized that listening is a complicated process that enables us to understand speaking and that the ability to use the language in real time. It is an important receptive language contributing to the success of communication in any setting in L1 and L2 (Pekel, 2019). “Any kind of breakdown in comprehension might cause the listener to lose track of the speech and bring a halt to the one-way or reciprocal conversation” (Topaç, 2019).

In their study, Feyten (1991) and Morley (2001) found out that people spend 9% of their time on ‘writing’, 16% on ‘reading’, 30% on ‘speaking’, and the remaining 43% of the time on ‘listening’ in overall communication. In the same vein, Wolvin and Coakley (1988) observed that listening takes more time in everyday communication than in other kinds of verbal communication both in and out of the classroom.

The way to learn the language is listening which provides the student information to acquire the necessary knowledge for the use of the language, furthermore, the learner will start talking if this awareness is built up (Nation & Newton, 2009). As it is seen clearly, “listening is a vital skill that is at the heart of second language learning” (Vandergrift, 2007, p. 191). In spite of its importance and all these facts, listening is neglected in language classrooms (Vandergrift, 2007; Demirezen, 2016).

2.3. Defining Listening Comprehension

“Defining listening has been a challenge for researchers since it is a skill that involves different features” (Demirkol, 2009, p. 11). According to a definition provided by Richards (2008), “Listening as comprehension is the traditional way of thinking about the nature of listening” (p.3). For Becker (2016), listening is a complex mental process that is significant for learning a language. Rost (2011) uses the term comprehension to refer to “the first-order goal of listening, the highest priority of the listener” (p.53). Hasan (2000) defines listening comprehension as “a process which involves the meaningful interactive activity for an overall understanding of the text” (p. 137).

Listening to a foreign language is an intangible mental activity that is hard to explain accurately (Graham, 2006). Vandergrift (2012) argues that learners need to ‘distinguish the sounds’, ‘understand vocabulary’ and ‘grammatical structures’, ‘interpret the stress and tone of speech’, ‘keep in mind what has been said and interpret what has been heard in the socio-cultural context’. Samuels (1984) points out that interpreting ‘the spoken language’ is a complex process in which the listener makes sense of the information offered by the speaker. “Specifically, the listener must be able to check what is heard with what is already known” (Baker & Vandergrift, 2018, p. 80).

2.4. Listening in L1 and L2

Hearing ability is a natural process because people are born to an innate hearing capacity (Flowerdew & Miller, 2005). Rost (2011) claims that people can effectively acquire L1 under normal circumstances, with a balanced neurological system. They are exposed to sounds before they are even born, so the process of listening and discrimination of the sounds grow quickly during the first year of

infancy. People, as children, learn their mother tongue by listening to it and then listening takes an important part of their communication time throughout their lives (Flowerdew & Miller, 2005).

Goh and Vandergrift (2012) note that in first language listening, human beings do not have to make an effort to process rapid speech because it happens mostly implicitly and automatically. Rost (2011) emphasized that the acquisition of an L2 is obviously different from acquiring an L1 for anyone who has focused on obtaining an L2. Buck (2001) points out that when there are problems with listening in L1, they are often triggered by factors such as irritation, disinteresting or the fact that the listener focuses on something else, whereas, in the case of the second language, sources of problems are insufficient linguistic knowledge or lack of knowledge on the message's socio-cultural content.

Although L1 listeners can listen for many hours before they really need to react to the messages they receive, L2 listeners are typically less fortunate than that (Flowerdew & Miller, 2005). Their first real encounter with the listening difficulties start when they learn a new language which leads them to recall in a completely incomprehensible speech stream (Goh & Vandergrift, 2012).

As second language students listen, their comprehension sometimes lapses which may result in understanding only a few isolated words, even though this situation is seen in the first language listeners, it has an impact on comprehension much more significantly in the case of second language listening (Buck, 2001). Buck (2001) illustrates this point clearly:

If we think of language as a window through which we look at what the speaker is saying, in the case of first language listening, the glass

is very clean and we see through it without even noticing it is there; but in the case of second-language listening, the glass is dirty: we can see clearly through some parts, other parts are smudged, and yet other parts are so dirty we can not see through them at all. We are very aware of the glass because it gets in the way (p.50).

2.5. Processes of Listening

As people listen, they are engaged in the processing of “bottom-up” and “top-down” and in order to arrive at a successful comprehension, it is vital to use both “bottom-up and top-down processing” (Lynch & Mendelsohn 2010, p.183). “These terms refer to the order in which the different types of knowledge are applied during comprehension” (Buck, 2001, p.2).

2.5.1. Bottom-up Process

The view of the understanding processes developed during the 1940s and 1950s that dominated EFL teaching for decades claimed that comprehension was built up from the bottom (Brown, 1990). Bottom-up processing includes the sound stream being segmented into meaningful units to perceive the message (Goh & Vandergrift, 2012). Similarly, according to Lynch and Mendelsohn (2010), bottom-up processing means piecing together in series, one by one, the pieces of what is said, in a linear fashion. Another definition provided by Wilson (2008) is bottom-up processing highlights that phonemes and syllables, which are the smallest units, are decoded to lead listeners towards meaning.

It is a mechanical process in which listeners start by identifying phonetic sounds, defining them as phonemes, working out the morphological structure, identifying plural endings, etc. – and at the end, listeners arrive at a word, then the

same steps are proceeded for the next word and finally, they identify a word, a noun phrase, and keep building structures until getting a sentence, that is, they gradually construct meaning from phonemes to words into ever-larger units of meaning (Brown, 1990; Goh & Vandergrift, 2012). Comprehension is seen as a decoding process (Richards, 2008). Buck (2001) concludes that bottom-up processing considers language comprehension as a process of implementing several successive stages or levels which is like a one-way street.

Richards (2008) illustrates this point clearly giving the following sentence as an example, “The guy I sat next to on the bus this morning on the way to work was telling me he runs a Thai restaurant in Chinatown. Apparently, it’s very popular at the moment.” (p.4). He goes on stating that to grasp this statement using bottom-up model, we need to break it down into its components which is called “chunking” and these chunks direct us to the underlying main meaning of the statements.

The lexical and grammatical competence of the listener in a language provides the basis for bottom-up processing and the input is searched for familiar words and grammatical knowledge is used to figure out the relation between sentence elements (Richards, 2008).

According to this model, the various types of knowledge required in the listening process are implemented in a sequential, hierarchical manner and it follows a traditional view of communication as the transfer of information (Flowerdew & Miller, 2005). Figure 1 is the representation of this model.

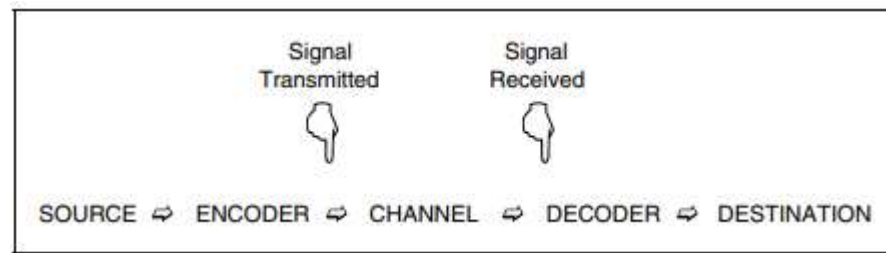


Figure 1. A Transmission View of Communication

Source: Flowerdew, J., & Miller, L. (2005). *Second language listening: theory and practice*. Cambridge: Cambridge University Press.

2.5.2. Top-down Process

When the listeners are provided with a context to interpret the text, it becomes easier to do the task, to illustrate, if the listener is informed that the spoken text is about “washing clothes”, they can easily recall their information about the topic, so it helps the listener to interpret and understand the text itself (Nunan, 1991, p.18). This is known as “the top-down processing of listening.”

The top-down model was developed when researchers noticed that experimental subjects were not able to recognize truncated sounds in isolation from the words in which they form part, while subjects were able to identify truncated words as long as they were presented with the meaning around them (Flowerdew & Miller, 2005). It refers to the use of prior knowledge, which may refer to world knowledge, knowledge of the speaker or context, or analogy, and application of context to interpret the message (Richards, 2008; Goh & Vandergrift, 2012; Wilson, 2008). Top-down process prioritizes the use of background knowledge in the processing of a text instead of depending on individual sounds and words (Flowerdew & Miller, 2015). Humans have knowledge of thousands of subjects and concepts, their related interpretations and links to other topics and concepts, therefore, comprehension can proceed from the top down by using this prior

knowledge (Richards, 2008). Top-down process , which is the crucial part of the comprehension, is seen as a process of decoding which assumes that the comprehension starts with information in the sound stream, with limited input of information from the prior world knowledge of the listener (Brown, 1990; Goh & Vandergrift, 2012). This is exemplified in the work undertaken by Buck (2001) as the following: Once you part from a friend, you hear some parting words such as ‘good-bye’ or ‘see you later’, in order to understand that you do not need to process the sound of what she or he says since you know that she or he is waving to you and saying something as she is leaving, but you just need to hear little acoustic information (p.3).

In this process, listeners may apply various types of knowledge which includes prior knowledge (world or experiential), pragmatic knowledge, cultural knowledge of the target language and knowledge of discourse and these sources of knowledge are stored in the long term memory of the listener in the form of schemata (Goh & Vandergrift, 2012).

Lynch and Mendelsohn (2010) classified ‘schemata’ into two types: which are ‘content schemata’ and ‘rhetorical schemata’. Content schemata refer to the knowledge networks on various topics, that is, when the topic of the spoken text is something that the listener can relate to an existing content schema, comprehension gets easier. Rhetorical schemata, on the other hand, which are also known as formal or textual schemata, refer to the structure knowledge and organization of discourse genres such as an academic lecture or a sermon (Lynch & Mendelsohn, 2010).

To sum up, top-down processing is based on the listener, at least in part; much of the interpretation depends on what happens in the mind before the listening even begins, whereas the bottom-up processing focuses more on the sounds heard

(Wilson, 2008). Nunan (1991) emphasized that in terms of reconstruction of meaning, active listeners use both “top-down” and “bottom-up models” (p.25).

2.6. Potential Problems in Listening

Potential problems in listening comprehension can be listed as the following: “listener related problems, speaker related problems, message related problems, task related problems, and strategy related problems.”

2.6.1. Listener Related Problems

When the individual differences are taken into consideration in second language acquisition, it can be seen that individual difference factors are significant in listening comprehension. Therefore, one of the most critical variables in listening comprehension is listeners’ characteristics which can be specified as language “proficiency level and experience with the second language”, “memory”, “age”, “gender”, and “affective factors.”

“Listener characteristics appear to have considerable impact on an individual’s listening comprehension” (Rubin, 1994, p. 206). For Rubin (1994), listener characteristics affecting listening comprehension are language proficiency level, memory, attention, affect, age, gender, learning disabilities in L1 and background knowledge. Similarly, Bloomfield et al. (2010) classify these factors as working memory capacity, proficiency and experience with the L2, the use of metacognitive strategies, and anxiety. Boyle (1984) also divided listener factors into four categories which are general (experience / practice in listening to the target language: use of the media, general intelligence and general background knowledge of the world), more specific (physical and educational), intellectual and psychological.

In his study, Hamouda (2013) categorized personal factors as insufficient exposure to the target language, lack of interest and motivation. Vandergrift and Goh (2012) classified person factors as cognitive and affective. Cognitive factors are vocabulary knowledge, syntactic knowledge, discourse knowledge, pragmatic knowledge, metacognition, prior knowledge, L1 listening ability, working memory and sound discrimination ability. Affective factors include anxiety, self-efficacy and motivation.

2.6.1.1. Language Proficiency Level and Experience with the Second Language

Rubin (1994) states that language proficiency level is a major variable in listening comprehension. He goes on stating that according to some researchers, cognitive processing is directly related to learners' knowledge of the language and it is ambiguous the roles of grammar, vocabulary, background knowledge of the culture, and knowledge of discourse processes at different proficiency levels. There are some studies to develop listening proficiency tests such as tests developed by the American Council of the Teaching of Foreign Languages (ACTFL), the Defense Language Institute and The Interagency Language Roundtable (ILR). They try to figure out listening comprehension levels to make them standard for future listening comprehension research (Rubin, 1994; Bloomfield et al., 2010).

2.6.1.2. Memory of Learners

Memory is a significant variable in listening comprehension. During the listening activity, while listeners are processing one word, another word is 'incoming', so the minds of the listeners are overflowing with words which causes overload and make students 'switch off' (Wilson, 2008). Rost (2011) emphasized that comprehension and memory intertwined and comprehension is dependent on memory, if the memory does not function well enough, comprehension will be

unreliable (p. 261). Hamouda (2013) suggested that “Memory, as depicted by the students, stands for ‘trouble remembering the definition of the word after being taught’, ‘difficulty in recalling the meaning of familiar words’ and ‘immediately forgetting the word after being said’” (p. 134). There are two types of memory: short-term memory and long-term memory. Both short-term memory and long-term memory play a crucial role in listening comprehension. Call (1985) explains the process as the following:

In language processing, units are usually defined syntactically as words, phrases, or clauses. Once sounds have entered short-term memory and have been patterned into appropriate syntactic units, they are retained only long enough to be interpreted semantically before they are purged from memory in order to make room for new input. The information that they carried may or may not pass into long-term memory, but the exact words in which the information was expressed are seldom retained for a long period of time (p. 767).

2.6.1.3. Affective Factors

Affective factors include motivation, anxiety, lack of interest, inability of understanding and self-efficacy. Hasan (2000) pointed out that matters of interest and motivation are some significant variables in listening comprehension, therefore, if learners are not motivated enough or they are not interested in the topic, they cannot interpret the listening text effectively. In his research, Hasan (2000) found that learners had difficulty in understanding the spoken text which is not of interest to them. When learners feel anxious or they cannot focus on the text, it gets difficult for them to comprehend the spoken text (Bloomfield et al., 2010). In a recent study investigating Iraqi students’ listening comprehension problems, Saeed (2019)

concludes that affective factors such as being nervous or worried for understanding a spoken text and uninteresting topics are the highest rated problems. In Hamouda's (2013) research 26.7% of the learners often and 30% of the learners always have in trouble in understanding the spoken text which does not draw their attention. Ur (1984) claimed that teachers need to avoid selecting boring and over-theoretical subjects, instead, they should select topics that students may be interested in since the topic of the task is a crucial factor in motivation.

Goh and Vandergrift (2012) defines self-efficacy, which is another crucial affective factor, as the cornerstone of self-confidence and motivation and the assumption that learners can take part in learning activities successfully, therefore, poor self-efficacy listeners lose confidence in their ability to listen and hesitate to engage in listening for fear of their insufficiencies.

2.6.1.4. Other Barriers to Listening

In many schools, much of the listening input comes in the form of digital materials which are recorded professionally in a studio, so the sound quality is high but teachers who try to produce their own listening materials may find that their recordings, maybe made on old machines, contain distortion and lack clarification (Wilson, 2008). Pekel (2019) concluded that sound system and acoustic clarity of the spoken text may cause problems in listening comprehension, additionally, outside noise may affect listening comprehension negatively.

Listening to a recording may sometimes be difficult than listening to the teacher reading aloud. Yıldırım (2013) explained this situation stating that students are usually exposed to their teachers' speech since their teachers are the primary sources, so they are used to their teachers' pronunciation more than recorded texts.

2.6.2. Speaker Related Problems

Phonological information has a significant role in L2 listening comprehension because of the differences between L1 and L2 sounds, which can cause problems in comprehension (Rasskazova & Glukhanyuk, 2018). The English stress, intonation, and rhythm systems may interfere with learners' listening comprehension although they may be less apparent than the real sound problems (Ur, 1984). Demirezen (2016) points out that perception of word stress is one of the key skills based on listening when it comes to teaching pronunciation and intonation. A research conducted by Namaziandost (2019) revealed that pronunciation is an obstacle for learners to comprehend the spoken text. The learners reported that they can not understand the meaning of words which are not pronounced clearly. Nation and Newton (2009) claim that first language of learners may play an important role in understanding the other languages' sound system. For instance, a phoneme which is in the second language may not appear in the first language.

Speech rate may stand as another problem for learners. As Richards (1983) points out speech rate is affected by pausing and the perception of faster and slower speech is usually due to intraclausal pausing uses by speakers. Demirezen (2016) emphasizes that segmental and suprasegmental causes such as stress, pitch, juncture, rhythm, tempo, and melody are the main causes which make listening skill difficult. In Namaziandost's (2019) study, one of the major problems of EFL learners is speech rate. They reported that it hinders their comprehension when the speakers speak too fast without pausing. In a study investigating listening comprehension problems of EFL learners at Mohammed Khaider University of Biskra, Benglia (2013) found out that speech rate is an obstacle for the students.

Another similar result is seen in Yıldırım's (2013) investigation in which students reported that fast speech may interfere with their understanding.

Richards (1983) argued that hesitations, pauses, corrections and false starts that form such a large part of what humans say are an essential component of human speech and in natural speech, pauses and hesitations can consist of between 30 and 50 percent of speaking time, suggesting some of the speakers' selection and preparation processes make use of. In a recent study investigating Iraqi students' listening comprehension problems (50 university students from second and third stage of English language and literature department), Saeed (2019) reports students have difficulties most in the following items: natural speech full of hesitation and pauses, fast speech with varied accents. Hesitation is an important characteristic which causes comprehension problems. Buck (2001) argues that there are four categories of hesitation, which are: unfilled pauses, filled pauses, repetitions, and false starts. Buck (2001) maintains that hesitation will pose non-native speakers listening to spontaneous speech with considerable comprehension difficulty. Hamouda's (2013) research shows that 70 % of students have difficulties in understanding natural speech which is full of hesitations and pauses.

Different accents are also a barrier to listening comprehension. Ur (1984) states that the reason why learners find it difficult to understand somebody else's accent is that they are used to their own teacher's accent. In a study investigating listening comprehension problems of EFL learners at Mohammed Khaider University of Biskra, Benglia (2013) reported that varied accents lead to misunderstanding in listening texts. A similar result is seen in Hamouda's (2013) study which reports that 43.3 % of students often and 30 % of students always have

trouble in understanding varied accents. Pekel (2019) reported that 29.51 % of the students find it challenging to listen to unfamiliar accents.

Berne (1998) suggested that using videotapes, instead of audiotapes, enhances L2 listening comprehension and the lack of visual assistance becomes a barrier to listening comprehension. In Hamouda's (2013) investigation, most of the students reported that it is difficult for them to comprehend the spoken text in the absence of visual assistance such as pictures and videos.

2.6.3. Message Related Problems

During L2 learning, grammatical knowledge plays a key role and is assumed for the progress of comprehension (Goh & Vandergrift, 2012). It will be difficult to listen to a text that contains many new lexical items and high-level grammatical structures, apart from grammar and vocabulary, long sentences full of noun phrases, filled with meaning, are difficult for students to process (Wilson, 2008). In a study conducted by Guo and Wills (2006), Chinese students have trouble in understanding grammatical structures of English during listening. In a recent study investigating Iraqi students' listening comprehension problems, Saeed (2019) reports that one of the most problematic items is difficult grammatical structures. Hamouda (2013) also conducted a research to detect the listening comprehension problems of Saudi students and the results revealed that the most of the learners have been interfered by difficult grammatical structures.

Another significant factor affecting listening comprehension is both listener's vocabulary size and vocabulary of the passage (Bloomfield et al., 2010) "When L2 learners are asked what they consider to be the most important element for L2 listening success, they almost unanimously identify vocabulary knowledge as key"(Vandergrift & Goh, 2012, p.59). Nation (2001) states that L2 learners must

have a certain amount of vocabulary to understand a text in a different language. He goes on stating that they need “at least 95% coverage of the running words in the input in order to gain reasonable comprehension and to have reasonable success at guessing from context” (p.188). In investigation by Mehrpour and Rahimi (2010) of Iranian EFL learners’ reading and listening comprehension ability, the participants in the treatment group were given a listening test with glossary and the other participants (the control group) were given a listening test without glossary. The data analyzed revealed that the ones in the treatment group performed worse compared to the control group. Therefore, this result indicated that vocabulary knowledge of learners played an important role in listening comprehension. A study carried out by Matthews (2018) about the importance of aural vocabulary knowledge in L2 listeners’ capacity to comprehend L2 spoken language revealed that aural vocabulary knowledge is an essential factor for L2 listeners to comprehend L2 spoken text. In his study, he applied an aural vocabulary knowledge test, a listening comprehension test and tests to estimate relative L2 proficiency level to 247 participants from a university in China. The findings suggested that there is a positive correlation between aural vocabulary knowledge and L2 listening comprehension success (Matthews, 2018). Hamouda (2013) also found that the great majority of Saudi students have trouble in understanding spoken texts with unfamiliar words.

Another variable which is seen as a barrier to learners’ listening comprehension is long texts. Learners’ comprehension of the contents in a lengthy listening exercise is much stronger at the beginning, however, as a consequence of getting tired, it gets worse gradually as it goes on (Ur, 1984). Namaziandost (2019) investigated the listening comprehension problems of Iranian EFL students and he

found that the students have difficulties in understanding long texts especially the ones including lots of unfamiliar words. Like Iranian students, in Hamouda's (2013) research, Saudi students report that they have problems with long texts. Hasan (2000) also reported that 77.9 % of the students find it challenging to interpret the meaning of the spoken text.

2.6.4. Task Related Problems

Task problems can be categorized as the following: predicting what speakers are going to say from the title of the spoken text, holding a discussion after listening, writing a summary of the spoken text, filling a chart or graphic while listening, and taking notes while listening (Demirkol, 2009).

The results in the study carried out by Namaziandost (2019) showed that students find it difficult to do some listening tasks like filling a grid and when they cannot do such tasks, their anxiety level increases which results in failing in comprehension. Similar result is observed in Yıldırım's (2013) study which investigates the listening comprehension problems of Turkish students. According to the results of task related problems, students find it difficult to fill a chart or graph during listening. In a recent study investigating Iraqi students' listening comprehension problems, Saeed (2019) reports that students have trouble in taking notes during listening. In Hasan's (2000) research, students sometimes or often find it challenging to do some prediction tasks, furthermore, 53.2 % of the students have trouble in holding a discussion after listening and 69.2 % of them have difficulties in writing a summary of the text.

2.6.5. Strategy-Use Related Problems

As Mendelsohn (1998) emphasized knowledge of the strategies and their efficiency will boost the students' language education success. Hasan (2000) states that using strategies efficiently enhances listening comprehension quality. Guo and Wills (2006) define listening strategies as techniques or activities which directly contribute to understanding and remembering listening input and states that they are categorized by the way the listener processes information. He lists top down and bottom up strategies as the following: "listening for the main idea, predicting, drawing inferences, and summarizing; listening for specific details, recognizing cognates, and recognizing word-order patterns". One of the crucial factors having an effect on L2 listening comprehension is background information about a topic (Hamouda, 2013). Vandergrift and Goh (2012) define prior or background knowledge as the following: "Prior knowledge refers to all the conceptual knowledge and life experiences that language learners have acquired and are available for comprehension purposes" (p.65). Rubin (1994) stated that recent views on listening comprehension agreed that prior knowledge had an impact on listening comprehension. Berne (1998) also pointed out that L2 listening comprehension is supported by experience of the spoken text. According to Hasan (2000), learners use their background knowledge to activate schemata for effective listening. As Vandergrift and Goh (2012) pointed out that prior knowledge has a vital role in listening since it is used as a conceptual framework by listeners to fill in missing information during listening. Saeed (2019) suggests that students can understand the text by applying their "background knowledge" and "experience in the interpretation of a spoken text". In his study, Saeed (2019) concludes that the students are not good at applying strategies because they "listen to every detail" and

“they do not pay attention to topic markers such as firstly and in conclusion”. Richards (1983) stated that listeners need to take advantage of signals such ‘as talking about that, firstly, by the way, as far as, to conclude’ etc. Nation and Newton (2009) suggest two useful strategies for listening:

1. Communication strategies—strategies to assist comprehension, for example making predictions before listening, listening selectively, knowing how to interrupt politely, etc.
2. Learning strategies—strategies for noticing language forms in the input in their independent listening, for example negotiating (seeking clarification), listening for patterns, focused listening (p.51).

One of the strategy-use related problems is listening to “every detail to get the main idea of the spoken text” (Hasan, 2000; Osada, 2004; Demirkol, 2009). Hasan (2000) emphasized that good listeners typically do not process all words of the conversation in circumstances of real life; they skim part of the message that is not connected to their objectives and pay attention to relevant information. Osada (2004) concludes: “By tradition, teachers want students to understand every word they hear by repeating and pronouncing words carefully, by grading the language to suit their level, by speaking slowly and so on” (p. 63). As a result of this situation, students get frustrated and worried if they miss some words during listening. In Hasan’s (2000) study, 59.4 % of the students reported that they listen to every detail to get the main idea of the spoken text. Pre-listening activities are a kind of facilitator in listening activities. Hasan (2000) categorized pre-listening activities as follows:

- *Discussion*: Discussions to elicit information about the topic. Select certain words, difficult grammatical structures and expressions to be explained through the discussion.
- *Prediction*: Ask students to predict the content or what speakers are going to say , based on the information they have already got through the preliminary discussion.
- *Questions*: Pre-setting questions to be answered upon listening to the text.

Berne (1998) emphasized the importance of the use of pre-listening activities, in particular those which allow listeners to preview the questions make it possible for L2 listening comprehension.

2.7. Research Studies on Listening Comprehension Problems in Different Countries

There has been some research on listening comprehension problems.

Goh (2000) carried out a study to identify the listening comprehension problems of 19-year-old ESL learners in the Republic of China. The data were collected through diaries kept by 40 students, interviews with 17 students, and an immediate retrospective verbalization procedure for collecting verbal data. The researcher categorized the problems according to the cognitive processing phases of perception, parsing and utilization. The results revealed 10 listening comprehension problems. These problems are not recognizing words they know, quickly forgetting what is heard, understanding words but not the intended message, neglecting the next part when thinking about meaning, being unable to form a mental representation from words heard, being confused about the key ideas in the message, not able to chunk streams of speech, not understanding subsequent parts

of input because of earlier problems, missing the beginning of texts, concentrating too hard or being unable to concentrate.

Hasan (2000) investigated listening comprehension problems of the students in EFL classroom in the ESP Centre at Damascus University. The questionnaire, which was prepared by included 34 items. In this questionnaire, the problems were categorized as strategy related problems, listener related problems, speaker related problems, task related problems, and message related problems. Learners were expected to identify listening problems by responding to statements arranged according to five-point scale (never, seldom, sometimes, often, always) and at the end of the five-point scale there was a an open-ended question asking what other factors prevent their understanding during listening. The results revealed that EFL learners encountered different kinds of problems related to tasks and activities, the message, the speaker and the listener and they were not good at using effective listening strategies. In the results of the listener scale, it was observed that their problems varied from lack of interest in the topic, the demand for full and complete answers to questions to the recorded message on the audio tape. They reported that unclear sounds resulting from classroom conditions and outside noise hinder their comprehension and they also had difficulties in getting a general understanding of the text from first listening which can cause demotivation and anxiety. The last reported part of the listener scale was about matters of motivation and interest. Learners reported they found the text difficult if they were not interested in the text. Speaker related problems include natural speech, pronunciation, varied accents and absence of the image of the speaker. Mostly reported problem is the natural speech since it is full of hesitations and pauses. Other problems reported by the learners are “speech rate and varied accents” and “unclear pronunciation”. Learners also

reported that visual aids such as pictures, diagrams, and charts help them understand the spoken text, so in the absence of them listening comprehension gets difficult. Another problem is about listening tasks. Results of this scale showed that students had difficulties in holding a discussion after listening and writing a summary of the spoken text. In this research, one problem related to using strategies is listening to every detail to get the main idea. 59.4% do that sometimes, often, and always. The message/the listening text is one of the problems in listening comprehension. According to the analysis of this part, unfamiliar words, difficult grammatical structures, and long listening texts hinder learners' comprehension. Finally, in open-ended part, students were asked to write other difficulties that they encountered during listening. Their responds were about poor conditions in the classroom which cause unclear sounds, unknown vocabulary, lack of visual aids, unclear pronunciation, speech rate, uninteresting topics, and long texts.

Hamouda (2013) researched listening comprehension problems of the first year major students of Quassim University. 60 students joined the study. The data was gathered through interviews and a questionnaire. Mostly reported problems included lack of vocabulary knowledge, varied accents, unclear pronunciation, speech rate, lack of concentration, anxiety and bad quality of recording. 85% of the students responded that unknown vocabulary interfered with their listening comprehension. Similarly, 83.3% of the students reported that they (sometimes, often, always) had difficulties in grammatical structures. Another common problem among students is the length of the spoken text. Majority of the students responded that it was difficult for them to understand a long spoken text. In addition to these problems, unfamiliar topics are a source of listening comprehension problem. Many students stated that unfamiliar topics hindered their comprehension. Anxiety,

motivation and lack of interest are other factors that cause listening comprehension failure. 41.7 % of the students reported that they felt nervous when they did not reach a total comprehension of the spoken text. 30 % of the students stated that they always had difficulties in understanding when the spoken text was not of interest to them. 70 % of the students have problems with natural speech which is full of hesitations and pauses. 36.7 % of the students found it difficult to understand the words which were pronounced unclearly. 43.3% of the students often and 30% of the students always had difficulties in varied accents. According to the result of the interview, they had difficulties in using strategies as well as vocabulary, grammar, and pronunciation and other problems reported in the questionnaire.

Gao (2014) investigated the listening problems and their causes experienced by Chinese students at intermediate level through multiple instruments including integrating questionnaire surveys, participants' self-reflections, the Aural-Lex tests, and dictation transcriptions conducted both at the very beginning and at the end of the semester. The analysis of the data revealed that the main problems that the Chinese university students encountered include the following: insufficient vocabulary by sound, limited knowledge of phonology, and poor awareness of the features of connected speech.

Another study investigating Algerian EFL students' listening comprehension problems was conducted by Kazouz (2015). In his study, he worked with fifty students and ask them to report their listening comprehension problems in the questionnaire which includes five sections: personal information (gender and age), students' general self-rating to listening proficiency, students' perceptions related to their high school education, students' perception to the importance of the listening skill, students' listening problems. The last section of the questionnaire is

categorized as problems related to listening material, linguistic aspects, lack of concentration, speaker, listener, psychological factors and physical setting. The analysis of the data indicated that the Algerian students encountered different kinds of problems such as unknown vocabulary, complex grammatical structures, psychological problems such as lack of interest (% 38), problems related to memory (% 24), reduced forms, pronunciation (% 30), speed of delivery (% 28), varied accents (% 26), and noise (% 54).

Rajab and Nimehchisalem (2016) carried out a quantitative research investigating listening comprehension problems and strategy usage among Kurdish EFL undergraduates. The study was carried out in Salahaddin and Soran Public Universities in Iraqi-Kurdistan Region with 165 respondents who were all native speakers of Kurdish who learn English as a foreign language. A Questionnaire of Beliefs on English Language Listening Comprehension Problems (Q-BELLP) (Lotfi, 2012) was used to elicit data. The problems in the questionnaire were categorized as input, context, process, affect and task. The results of the study showed that in terms of input, learners suffered from the speaker's accent, pronunciation, text length, and speech rate. Another major problem was related to context. Learners reported that unclear sounds from the tape hindered their comprehension. Finally, they stated that since some listening tasks were difficult for them, it caused anxiety and demotivation in the learners.

Trisno (2019) aimed to explore the problems encountered by university students in listening skill at the English Department at State University of Padang in Indonesia. The data were collected through listening tests. The findings of the research showed that main difficulties related to sub-listening skills faced by students include the following: listening for the gist, listening for specific

information, listening for important details, listening for topic, listening for main ideas, listening to infer the meaning. Other sources of problems were the difficulty of the material, inadequate time to practice listening in English in the classroom, the learning strategies used by teaching lecturers, lack of diversity in the teaching material, and the use of learning media.

Another study investigating listening comprehension problems was carried out by Namaziandost et al. (2019) who aimed to investigate listening comprehension problems and strategies used among Iranian EFL learners. A questionnaire was administered to 60 Iranian advance EFL learners in a private language institute in Ahvaz, Iran. There were forty-items in the questionnaire with six distinct factors: process, input, listener, task, affect and context. The respondents' levels for all these subscales were studied in terms of five -likert scales ranging from never to always. Findings of the study indicated that accent and pronunciation of native speakers, speech rate, and long texts which were included in input scale were important factors hindering listening comprehension. The results of task and affect scales showed that learners had difficulties in some tasks such as filling a grid and they reported that this kind of task made them anxious. Additionally, learners found it difficult to guess the meaning of unknown words by linking them to known words which resulted in neglecting the next part of the spoken text because they were preoccupied with trying to find the meanings of unknown words.

2.8. Research Studies on Listening Comprehension Problems in the Turkish Context

Listening comprehension is a big challenge for Turkish students. They start learning English in the fourth grade in primary school unless they are not in a

private school or they do not go to an English course. Therefore, they have a lot of difficulties in learning English, especially learning listening. They are not exposed to English out of the classroom and most of the time in state-schools teachers do not speak in English and they neglect speaking and listening skills. As a result, when learners cannot get enough input, listening comprehension is getting harder and harder for Turkish students.

In her study, Odacı (2006) asked the students at Osman Gazi University to give oral and written reports on their difficulties about listening comprehension. According to these reports, students do not know how to deal with listening comprehension problems they encountered during listening and they are not aware of listening comprehension strategies, so they cannot use them efficiently. Moreover, they reported that when the topic was not interest of them, “they could not make a meaningful interpretation of the topic” which results in impairment of concentration on the rest of the recording. Most of the students also stated that they had difficulty in understanding some words in the spoken text and when they came across some unknown words or phrases they stopped listening. Additionally, some students reported that they could not understand the topic because they did not activate their schemata “by looking at the photos, or reading the title”. Another problem reported by students was anxiety. They pointed out that possibility of not being able to understand the spoken text made them anxious.

Another Turkish researcher Demirkol (2009) applied a questionnaire about listening comprehension problems to preparatory school students from different levels. In this questionnaire, the problems were categorized under five scales: listener, speaker, strategy, message and task. According to the results of this study, some of the most frequently reported problems, which were under the listener scale,

were “unclear sounds resulting from poor quality tape recorders and poor classroom conditions or outside noise”. Another listener related problem was feeling nervous and worried as a consequence of missing some words. The last most frequently reported problem under the listener scale was about topic which is an important factor for students. They do not understand the text if it is not an interesting one. In speaker scale, the most frequently reported problems were speech rate, accents, unclear pronunciation and intonation.

In her study, which was conducted with 423 B1.2 level EFL learners, Yıldırım (2013) reported Turkish students’ listening comprehension problems through a 30 item questionnaire, which is categorized as listener, speaker, task, message and strategy, and interviews. The analysis of the data revealed that the most frequent listening comprehension problems were “related to the listener and speaker”. The results showed that students had problems caused by unknown vocabulary, varied accents, pronunciation, speech rate and not having visual clues.

Solak and Altay (2014) carried out research on EFL teachers’ perceptions of listening comprehension problems in Turkey. They conducted this study at ELT Department at a state-run University with 124 prospective English teachers. They used a questionnaire to collect data from prospective English teachers. The analysis of the data unveiled that words that are not pronounced clearly and varied accents are sources of problem for them. As mentioned earlier, unknown words, accent and speech rate cause failure in comprehension in this study.

In his study, Özyurt (2014) asked the teachers (56 EFL teachers) about students’ most common listening problems and their classroom practices. They gave different opinions and experiences about this problem. Below are some examples of teachers’ responses regarding students’ above mentioned problems:

The general listening problems for Turkish university students are mostly the rate of speed when I talk and the accent I use. Turkish students learn English in British accent, so when we speak in American accent, sometimes they get confused. And also, the vocabulary we use sometimes causes them not to understand us correctly. Therefore, they lose the focus of the whole conversation content...One of the main problems they encounter in listening classes is lack of motivation or concentration. That is why, they sometimes feel reluctant to listen. Another common problem they face is that they usually have difficulty in catching the important cues or details in a listening text while trying to understand every single word in that text.

Kurtuldu (2019) conducted a study with 38 pre-service English language teachers at a state university about the effects of varied accents on non-native English speakers' listening comprehension and perceptions. The findings of this research revealed the impact of accents on listening comprehension. "...they notified that the pronunciation errors in the Mexican accent, problematic intonation, and stress in the Pakistani accent, and monotonous tone of voice in the Malaysian accent were the influential factors that made difficult for them to comprehend the listening material (Kurtuldu, 2019).

Pekel (2019) investigated L2 listening comprehension problems encountered by Turkish students (227 students from three CEFR levels, A level (n=96), B level (n=89) and C level (n=42)) at a state university. Results indicated that students had "problems related to processing (27.31 %), phonology (26.43 %), affective domain (18.94 %) and vocabulary knowledge (25.55 %)".

As it is stated above, accent is one of the problems for Turkish students. In listening speaking books such as “Unlock Listening and Speaking”, there is a part titled “Pronunciation for Listening”. Students need to know the pronunciation of a word not just for the sake of speaking but listening because when they are not familiar with the pronunciation, although they know the meaning, they can miss the word just because of the pronunciation of it in listening tasks. Another problem for Turkish learners of English is unknown vocabulary. When they come across an unknown word and focus on it, they miss the rest of the recording which results in demotivation, which is another problem for Turkish students.

2.9. Conclusion

This chapter presented the review of literature. The differences between L1 and L2, the processes of listening, and the role of listening comprehension in second language were mentioned and the problems students encounter during listening were listed. In the literature, listening comprehension problems were generally categorized under five headings: “listener related problems”, “speaker related problems”, “message related problems”, “task related problems”, and “strategy related problems”. Research studies in Turkey also showed that these categories stand as a problem for EFL learners in Turkey. The next chapter will lay out the methodology used for the study.

CHAPTER III

METHODOLOGY

3.1. Introduction

The third chapter is concerned with the methodology used for this study. It starts with the design of the study. Then, the characteristics of the participants and setting will be explained. Next, data collection instruments will be examined. Lastly, procedure and data analysis will be described.

3.2. Design of the Study

The current study was conducted at the English Language Teaching Department at Ufuk University to investigate the learners' listening comprehension problems. The main goal of the research is to find out the perceptions of the ELT majors on the difficulties of listening comprehension. The study compared the perceptions of the participants with respect to gender and proficiency levels. In that regard, mixed method research design, both quantitative and qualitative methods, was employed in the current study. It is quantitative in terms of closed items, and qualitative in terms of the open ended question. Griffie (2012) states that "data from open-ended questions are qualitative" and closed and open items are mutually complementary. In this respect, a questionnaire developed by Demirkol (2009) was used to answer the research questions in this study.

3.3. Participants and Setting

The current research was conducted at the English Language Teaching Department at Ufuk University. The data collection was carried out in the 2020 spring academic term. At the beginning of the each academic year, a proficiency

exam is administrated to all students and for the students who can not pass the exam, the Preparatory School is compulsory. A single class is created when the number students choosing English Language Teaching Department is not enough, so the students share the same classroom at the Preparatory School. There is not any level test, for this reason, the students are assumed to be a certain level, such as intermediate or upper-intermediate. However, the classroom is not homogenous in terms of language level, as a consequence of this fact, the learners in the department are in different levels of proficiency.

161 students volunteered to participate in the study (114 of whom were female and 47 of whom were male), who were all monolingual coming from different regions of Turkey (see Table 2). All of the participants were aged between 18 and 25. The distribution of the participants in terms of CEFR levels is presented in Table 1.

Table 1

Distribution of the Participants According to CEFR Levels

CEFR Level	n	%
A1	2	1.2
A2	20	12.4
B1	69	42.9
B2	44	27.3
C1	22	13.7
C2	4	2.5

Table 2

Distribution of the Participants by Gender

Female	114
Male	47
Total	161

As it is seen, there are 114 female students and 47 male students in this research. There are two students in A1, 20 students in A2, 69 students in B1, 44 students in B2, 22 students in C1 and 4 students in C2.

3.4. Data Collection Instruments

3.4.1. Demographic Inventory Form

A demographic inventory form was given the students to collect information about the participants' age, gender, and proficiency level.

3.4.2. Listening Comprehension Problems Questionnaire

In this study, a five-point likert scale questionnaire, which includes 30 items, was used to collect data. This questionnaire was originally designed by Hasan (2000) and adapted by Demirkol (2009). The questionnaire consists of two parts, the first part includes 30 items under five scales, which are listener, speaker, message, task, and strategy (Appendix A and C). Demirkol (2009) made some changes in the questionnaire. She added new items to listener, strategy, and task categories. The new items in the listener scale were related to students' quickly forgetting of the words they hear, the difficulty of concentrating on the rest of the rest of a listening text after missing a few words, and listener fatigue. The new items added to strategy scale were related to predicting the words that are associated with the topic and paying attention to the topic markers. In the task category of the original questionnaire, there was an item related to pair and group work, but the researcher added note-taking and filling a chart items instead of these items. Using a five-point likert scale, participants were asked to put a tick to the item that represents their approach.

It should be noted that unlike the other scales, the strategy scale did not include listening comprehension problems as such. It involved some effective pre- and while- listening strategies, i.e. predicting the words, using background knowledge, and paying attention to topic markers. In addition, an ineffective strategy, i.e. listening to every detail, was also included in this questionnaire to observe whether students are aware of the effective listening strategies and can discriminate them from the ineffective ones. This scale was included since underuse of effective strategies or overuse of the ineffective strategy can be interpreted as listening comprehension problems (Demirkol, 2009, p. 40-41).

In the second part of the questionnaire, there is an open-ended question that asks participants if any other variables affected their listening comprehension negatively.

In Demirkol's (2009) study, reliability scores of the scales are in the following: strategy .31, task .51, listener .62, speaker .65, message .8.

3.4.3. Reliability and Validity of the Study

The internal consistency of the questionnaire was checked. As it is shown in Table 3, the Cronbach's Alpha values of the items for the pilot study was .88. The Cronbach's Alpha values of the subcategories of the questionnaire were also checked and presented in Table 3. The Cronbach's Alpha value of the main study was .9.

Table 3

Reliability Statistics for Listening Comprehension Problems Questionnaire

	Cronbach's Alpha	N of Items
Listener category	,81	10
Speaker category	,62	7
Message category	,72	3
Task category	,82	5
Strategy category	,59	5
Pilot study	,88	30
Main study	,9	30

3.5. Procedure**3.5.1. Pilot Study**

Prior to the data collection, the questionnaire was administered to a group of 40 randomly selected from 1st, 2nd, 3rd and 4th grade students from the English Language Teaching Department for the pilot study. This questionnaire was used in the Turkish context before but it was not administered to the ELT majors, for this reason, it was significant to pilot it to get a more reliable result before the main study. In the pilot study, the internal consistency of the questionnaire was checked. The Cronbach's Alpha values of the items for the pilot study was .88, which suggests that it is reliable since it is greater than .7.

3.5.2. Main Study

After the pilot study, the questionnaires were started to be handed out by the researcher in regular class hours in the classrooms in March 10, 2020 at Ufuk University. All of the participants were the students from the English Language

Teaching Department. It took almost 15 minutes to complete the questionnaire. However, due to coronavirus disease, instructions at all universities were halted temporarily for 3 weeks (March 16 - April 6) in Turkey (“Koronavirüs Bilgilendirme Notu”, 2020). Hence, the procedure of data collection was terminated.

3.6. Data Analysis

In this study, the data were analyzed both quantitatively and qualitatively. Firstly, for the quantitative analysis, the responses of the learners were entered into Statistical Package for the Social Sciences (SPSS Version 22.0 for Windows). As the first research question tries to find out the most and the least frequently reported problems, descriptive statistics were used. Since a five-point likert scale was used, cut off point was determined as 3. Items with mean scores of 3 or more were accepted as the most frequently reported problems and items with mean scores less than 3 were considered as the least frequently reported problems.

For the second research question which asks what the students’ views on factors that inhibit their listening comprehension performance are, thematic content analysis was used to analyze the responses since the responses were taken from the open-ended question. Only 23 students answered the open-ended question but 2 of them were excluded since they wrote about other problems rather than listening comprehension. Participants answered the question in Turkish and their responses were translated into Turkish by the researcher. The responses from the participants were grouped under the sub-categories of the questionnaire, which are listener, speaker, task, and message.

In order to answer the third research question, which aims to discover whether the listening comprehension problems vary in terms of gender and

proficiency level, an independent samples t-test was conducted to compare the means of female and male, and for the proficiency level, One-way ANOVA was used. For One-way ANOVA, effect size was found out using eta squared formula. For the items 5, 10, 12, 12, 19, 24, and 30, reverse score was done since these items are positively worded in contrast to the rest of the questionnaire.

3.7. Conclusion

In this chapter, methodology used for the research was explained. The next chapter presents the findings of the research.



CHAPTER IV

FINDINGS

4.1. Introduction

The fourth section presents the findings of the research. It begins by presenting test of normality and test of homogeneity. It will then go on to statistical data analyses to answer the research questions. Also, results of the thematic content analysis will be presented as a respond to the open-ended quesiton. Descriptive statistics, Independent Samples T-test and One-Way ANOVA are used for the data analysis.

4.2. Assumption Checks

Prior to analyzing the data through Independent Samples T-test and One-Way ANOVA, the assumptions of outliers, normality and homogeneity of variance were checked.

4.2.1. Normality Tests

Test of Normality was conducted for the “Listening Comprehension Problems Questionnaire” to discover whether the data were distributed normallly.

Table 4

Test of Normality for the Listening Comprehension Problems Questionnaire

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Listening Comprehension	,075	161	,027	,982	161	,031

Pallant (2010) states that when the sig value is greater than .05, it indicates that factors are normally distributed. As it can be seen in Table 4, p values of

Kolmogorov-Smirnov ($p=.027$) and Shapiro-Wilk (.031) suggest violation of the assumption of normality. However, the actual shape of the distribution which is seen in the Histogram in Figure 2 suggests that scores were reasonably normally distributed.

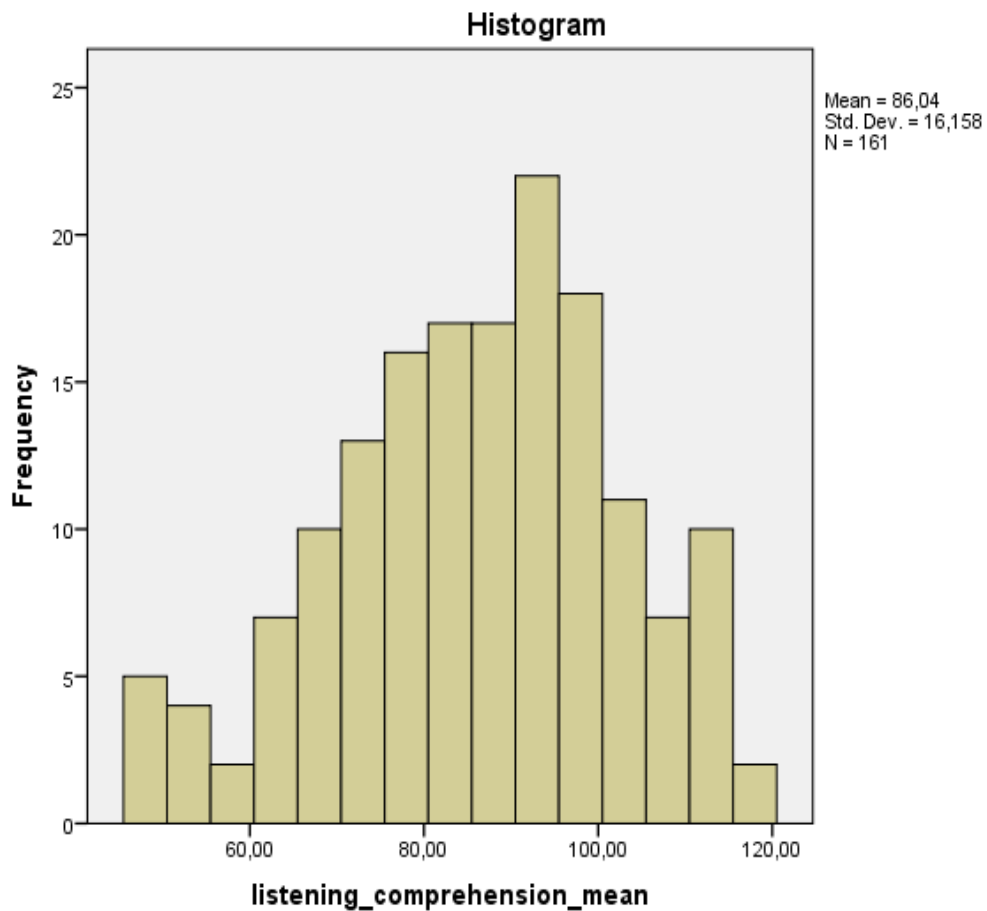


Figure 2. Histogram of Test of Normality for Listening Comprehension Problems Questionnaire

As it is seen in Figure 2, factors are normally distributed in this research.

Test of Normality was conducted for the proficiency levels and the sig values of the proficiency levels suggest that scores were normally distributed (See Appendix D).

4.2.2. Test of Homogeneity

Test of homogeneity result is set out in Table 5. In this test, the significance value (Sig.) for Levene's test is greater than .05, so the assumption of homogeneity of variance was not violated (Pallant, 2010).

Table 5

Test of Homogeneity for Proficiency Levels

Levene Statistic	df1	df2	Sig.
1,66	5	155	,15

4.3. Results of the Study Regarding the Research Questions

In this part, results of this research will be analyzed with regard to the research questions.

4.3.1. Research Question 1: What are the most and the least frequently reported listening comprehension problems?

In order to find out the most and the least frequently reported problems, mean scores and standard deviation of subcategories for listening comprehension questionnaire were computed.

Table 6

Means and Standard Deviation of Subcategories for Listening Comprehension Problems Questionnaire

Category	M	SD
Message	3.22	.85
Listener	3.16	.69
Speaker	2.74	.55
Task	2.73	.79
Strategy	2.39	.6

The table sets out the mean scores and standard deviation for the subcategories for listening comprehension problems questionnaire. With respect to the mean scores, from the group with the highest scores to the lowest can be ranged: message (M= 3.22, SD= .85), listener (M= 3.16, SD= .69), speaker (M= 2.74, SD= .55), task (M= 2.73, SD= .79), strategy (M= 2.39, SD= .6) respectively.

4.3.1.1. Listener Related Problems

This section of the questionnaire is based upon the problems arisen from the listener. The descriptive findings obtained from the preliminary analysis of the listening comprehension questionnaire are set out in Table 7.

Table 7

Learners' Perceptions on Listener Related Problems

Items Descriptives	Never f (%)	Seldom f (%)	Sometimes f (%)	Often f (%)	Always f (%)	M	SD
2. I feel nervous and worried when I do not understand the spoken text.	12(7.5)	36(22.4)	39(24.2)	41(25.5)	33(20.5)	3.29	1.23
7. I find it difficult to answer questions which require other than a short answer (e.g. why or how questions).	24(14.9)	47(29.2)	59(36.6)	25(15.5)	6(3.7)	2.64	1.03
8. I find it more difficult to listen to a recorded spoken text than to my teacher reading aloud.	23(14.3)	43(26.7)	41(25.5)	30(18.6)	24(14.9)	2.93	1.27
9. When I miss a few words, I find it difficult to concentrate on the rest of the passage.	11(6.8)	38(23.6)	51(31.7)	37(23.0)	24(14.9)	3.16	1.15

20. I spend great effort to understand a listening text and this makes me tired.	24(14.9)	37(23.0)	48(29.8)	36(22.4)	16(9.9)	2.89	1.2
21. I quickly forget the words I hear while listening.	19(11.8)	44(27.3)	67(41.6)	21(13)	10(6.2)	2.75	1.03
22. I find it difficult to understand the spoken text which is not of interest to me.	8(5)	30(18.6)	39(24.2)	54(33.5)	30(18.6)	3.42	1.14
23. Unclear sounds resulting from poor quality tape recorder interfere with my listening comprehension.	6(3.7)	18(9.9)	38(23.6)	47(29.2)	54(33.5)	3.79	1.13
25. I find it difficult to get a general understanding of the spoken text from the first listening.	8(5)	36(22.4)	70(43.5)	36(22.4)	11(6.8)	3.04	.96
26. Unclear sounds resulting from poor classroom conditions or outside noise interfere with my listening comprehension.	3(1.9)	21(13)	43(26.7)	49(30.4)	45(28)	3.7	1.07

The following are the results of this analysis; item 2 ($M= 3.29$, $SD= 1.23$), item 7 ($M= 2.64$, $SD= 1.03$), item 8 ($M= 2.93$, $SD= 1.27$), item 9 ($M= 3.16$, $SD= 1.15$), item 20 ($M= 2.89$, $SD= 1.2$), item 21 ($M= 2.75$, $SD= 1.03$), item 22 ($M= 3.42$, $SD= 1.14$), item 23 ($M= 3.79$, $SD= 1.13$), item 25 ($M= 3.04$, $SD= .96$), item 26 ($M= 3.7$, $SD= 1.07$).

It can be seen from the data in Table 6 that a minority of participants (7.5 %) indicated that they never “feel nervous and worried when they do not understand the spoken text.” 22 % of the participants respond to it choosing seldom. In a similar way, 24.2 % of the participants report that they sometimes “feel nervous and worried when they do not understand the spoken text and” 25.5 % of them often “feel nervous and worried when they do not understand the spoken text.” Lastly, 20.5 % of the participants indicate that they always “feel nervous and worried when they do not understand the spoken text.”

In response to the item 7, which is “I find it difficult to answer questions which require other than a short answer (e.g. why or how questions).”, while 14.9 % of the participants choose never, 29.2 % of them choose seldom. 36.6 % of the students mention they sometimes have this problem and for 15.5 % of them the response is often. Only 3.7 % of the participants report that they always have this problem.

For the item 8, which is “I find it more difficult to listen to a recorded spoken text than to my teacher reading aloud.”, while 14.3 % of the participants choose never, 27.7 of them choose seldom, similarly, 25.5 % of the participants sometimes find it difficult. Lastly, the percentages of those who choose often and always are as follows: 18.6 and 14.9.

When they asked whether “they find it difficult to concentrate on the rest of the passage when they miss a few words”, only 6.8 % of the participants report they never find it difficult. 23.6 % of them seldom find it difficult. 31.7 % of the learners sometimes find it difficult. 23 % often and 14.9 % always “find it difficult to concentrate on the rest of the passage when they miss a few words.”

In response to the item 20, which is “I spend great effort to understand a listening text and this makes me tired.”, 14.9 % of the participants choose never and 23 % of them choose seldom. The percentage of those who choose sometimes is 29. 22.4 % of the learners choose often and finally, 9.9 % of them choose always.

For the item 21, minority of the students (11.8 %) report that they never “forget the words they hear while listening.” 27.3 % of them seldom forget the words they hear while listening. While a great deal of them (41.6 %) choose sometimes, only 13 % often and 6.2 % always “forget the words they hear while listening.”

Only 5 % of the participants never “find it difficult to understand the spoken text which is not of interest to them.” 18.6 % of them seldom find it difficult. For 24.2 % of the participants it is sometimes difficult. 33.5 % of them often finds it difficult and finally, 18.6 % of them it is always difficult understand the spoken text which is not of interest to them.

In response to the item 23, which is “Unclear sounds resulting from poor quality tape recorder interfere with my listening comprehension.”, minority of the learners (3.7 %) reports “unclear sounds resulting from poor quality tape recorder never interfere with their listening comprehension.” For 9.9 % of them it is seldom a problem. According to 23.6 % of the participants, it is sometimes a problem. 29.2 % of them report that it is often a problem and for 33.5 %, it is always a problem.

When the participants asked if they “find it difficult to get a general understanding of the spoken text from the first listening”, only 5 % of the participants think that it is not a problem. For 22.4 % of them it is seldom a problem. Many of them (43.5 %) report that they sometimes find it difficult. 22.4 % often

and 6.8 % always “find it difficult to get a general understanding of the spoken text from the first listening.”

The last item in this category is the item 26, which asks whether “unclear sounds resulting from poor classroom conditions or outside noise interfere with students’ listening comprehension.” For very few of the participants (1.9 %), it is not an obstacle. 13 % of them think that the noise seldom hinders their comprehension. 26.7 % of the participants sometimes consider it as a problem. 30.4 % of them often face this problem and lastly, 28 % of them always have this problem.

4.3.1.2. Speaker Related Problems

The next section of the survey was concerned with the speaker related problems. Table 7 presents the results obtained from the analysis of speaker related problems.

Table 8

Learners’ Perceptions on Speaker Related Problems

Items	Never	Seldom	Sometimes	Often	Always		
Descriptives	f (%)	f (%)	f (%)	f (%)	f (%)	M	SD
1. I find it difficult to understand the meaning of words which are not pronounced clearly.	8(5)	19(11.8)	69(42.9)	48(29.8)	17(10.6)	3.29	.98
5. Visual clues help me understand the spoken text (pictures, diagrams, charts, video, etc.)	2(1.2)	3(1.9)	19(11.8)	64(39.8)	73(45.3)	1.74	.83

13. Tape scripts provided before listening exercises help me understand the text.	0	3(1.9)	22(13.7)	57(35.4)	79(49.1)	1.68	.78
16. I find it difficult to understand natural speech which is full of hesitation and pauses.	19(11.8)	40(24.8)	63(39.1)	26(16.1)	13(8.1)	2.84	1.09
18. I find it difficult to understand well when speakers speak too fast.	6(3.7)	22(13.7)	46(28.6)	42(26.1)	45(28.0)	3.61	1.14
28. I find it difficult to understand well when speakers speak with varied accents.	3(1.9)	21(13.0)	64(39.89)	46(28.6)	27(16.8)	3.45	.98
29. I find it difficult to understand the meaning of the spoken text without seeing the speaker's body language.	27(16.8)	56(34.8)	52(32.3)	17(10.6)	9(5.6)	2.53	1.07

The following are the results of this analysis; item 1 ($M= 3.29$, $SD= .98$), item 5 ($M= 1.74$, $SD= .83$), item 13 ($M= 1.68$, $SD= .78$), item 16 ($M= 2.84$, $SD= 1.09$), item 18 ($M= 3.61$, $SD= 1.14$), item 28 ($M= 3.45$, $SD= .98$), item 29 ($M= 2.53$, $SD= 1.07$).

For the first item, which is about the unclear pronunciation of the words, minority of the students (5 %) never “find it difficult to understand the meaning of words which are not pronounced clearly.” 11.8 % of them seldom find it difficult.

Many of them (42.9 %) sometimes consider it as a problem. 29.8 % of them often see it as a problem and for 10.6 % of them, it is always a problem.

In response to the item 5, which is “Visual clues help me understand the spoken text (pictures, diagrams, charts, video, etc.)”, only 1.2 % of the participants think visual clues never help. Similarly, 1.9 % of them report that they seldom help. 11.8 % of them state that they sometimes help. According to the 39.8 % of the learners, visual clues are often helpful and for 45.3 % of them, they are always helpful.

For the item 13, which is “Tape scripts provided before listening exercises help me understand the text.”, minority of the students (1.9 %) think that they seldom help. According to 13.7 % of the students, tape scripts are sometimes helpful. 35.4 % of them often find them helpful and almost half of them (49.1 %) always find them helpful.

In response to the next item, which asks if they “find it difficult to understand natural speech which is full of hesitation and pauses”, 11.8 % of the participants report that they never find it difficult. 24.8 % of them seldom find it difficult. 39.1 % of the learners sometimes find it difficult. For 16.1 % of them, it is often difficult and finally, 8.1 % of them report that they always “find it difficult to understand natural speech which is full of hesitation and pauses.”

When the participants were asked if they “find it difficult to understand well when speakers speak too fast”, only 3.7 % of them report that they never find it difficult. 13.7 % of the participants seldom find it difficult. 28.6 % of them sometimes find it difficult, similarly, 26.1 % of them often and 28 % of them always find it difficult.

According to the results of the item 28, which asks if they “find it difficult to understand well when speakers speak with varied accents”, only 1.9 % of the participants do not find it difficult. 13 % of them seldom find it challenging. Many of them (39.9 %) sometimes have difficulty in understanding speeches with varied accents. 28.6 % of them often and 16.8 of them always find it difficult.

The last item in this category is item 29, which is “I find it difficult to understand the meaning of the spoken text without seeing the speaker’s body language.”, 16.8 % of the participants do not find it difficult. 34.8 % of them seldom find it difficult. 32.3 % of them sometimes find it difficult. 10.6 % of them often find it difficult and only 5.6 % of them always find it difficult.

4.3.1.3. Message Related Problems

The table below illustrates the perceptions of learners on the message related problems.

Table 9

Learners’ Perceptions on Message Related Problems

Items	Never	Seldom	Sometimes	Often	Always	Descriptives	
	f (%)	f (%)	f (%)	f (%)	f (%)	M	SD
6. I find it difficult to interpret the meaning of a long spoken text.	7(4.3)	43(26.7)	64(39.8)	29(18.0)	18(11.2)	3.05	1.04
15. Unfamiliar words interfere with my listening comprehension.	10(6.2)	30(18.6)	51(31.7)	39(24.2)	31(19.3)	3.32	1.16
27. Difficult grammatical structures interfere with my listening comprehension.	4(2.5)	29(18)	60(37.3)	52(32.3)	16(9.9)	3.29	.96

The following are the results of the analysis; item 6 ($M= 3.05$, $SD= 1.04$), item 15 ($M= 3.32$, $SD= 1.16$), item 27 ($M= 3.29$, $SD= .96$).

In response to the item 6, which asks whether the participants “find it difficult to interpret the meaning of a long spoken text”, only 4.3 % of them do not find it difficult. 26.7 % of them seldom find it difficult. Many of them (39.8) sometimes find it difficult. For 18 % of them, it is often difficult and 11.2 % of them always find it difficult.

Item 15, which is about unfamiliar words, for the minority of the participants (6.2 %), unfamiliar words do not interfere the listening comprehension, but 18.6 % of them report that these words seldom interfere with the listening comprehension. 31.7 % of them sometimes have difficulty in understanding. 24.2 % of them often find it difficult to deal with the spoken texts with unknown words. For 19.3 % of the learners unfamiliar words are always a problem.

The last item is item 27, which is “Difficult grammatical structures interfere with my listening comprehension.”. For this item, only 2.5 % of the participants report that difficult grammatical structures never interfere with their comprehension. 18 % of them seldom have trouble. Many of them (37.3 %) sometimes find it challenging. 32.3 % of the learners often have this problem and 9.9 % of them always find it difficult to comprehend the spoken text with difficult grammatical structures.

4.3.1.4. Task Related Problems

The results of the task related problems are shown in the Table 9.

Table 10

Learners' Perceptions on Task Related Problems

Items Descriptives	Never f (%)	Seldom f (%)	Sometimes f (%)	Often f (%)	Always f (%)	M	SD
3. I find it difficult to hold a discussion after listening to the spoken text.	19(11.8)	51(31.7)	60(37.3)	23(14.3)	8(5)	2.69	1.02
4. I find it difficult to predict what speakers are going to say from the title of the spoken text.	22(13.7)	66(41)	54(33.5)	16(9.9)	3(1.9)	2.45	.91
11. I find it difficult to write a summary of the spoken text.	10(6.2)	43(26.7)	61(37.9)	34(21.1)	13(8.1)	2.98	1.03
14. I find it difficult to fill a chart or graphic while listening.	19(11.8)	57(35.4)	48(29.8)	31(19.3)	6(3.7)	2.68	1.03
17. I find it difficult to take notes while listening.	22(13.7)	36(22.4)	55(34.2)	37(23.0)	11(6.8)	2.87	1.12

The following are the results of this analysis; item 3 (M= 2.69, SD= 1.02), item 4 (M= 2.45, SD= .91), item 11 (M= 2.98, SD= 1.03), item 14 (M= 2.68, SD= 1.03), item 17 (M= 2.87, SD= 1.12).

In response to third item, which asks whether the participants “find it difficult to hold a discussion after listening to the spoken text”, 11.8 % of the

participants report that they do not find it difficult. 31.7 % of them seldom find it difficult. 37.3 % of them sometimes find it difficult. 14.3 % of them report that it is often difficult and only 5 % of them always find it difficult to hold a discussion after listening to the spoken text.

For the item 4, 13.7 % of the participants report that they do not “find it difficult to predict what speakers are going to say from the title of the spoken text.” Many of them (41 %) seldom find it difficult. 33.5 % of them sometimes have difficulty in predicting what speakers are going to say from the title of the spoken text. 9.9 % of them often find it difficult, and lastly, 1.9 % of them always find it difficult.

In response to the item 11, which asks if students “find it difficult to write a summary of the spoken text”, 6.2 % of them report that they do not find it difficult. 26.7 % of them seldom find it difficult. 37.9 % of them sometimes, 21.1 % of them often, and 8.1 % of them always find it difficult.

The next item of task related problems is the item 14, which asks whether the “students find it difficult to fill a chart or graphic while listening.” For 11.8 % of the participants it is not difficult. 35.4 % of them seldom find it difficult. 29.8 % of them sometimes have this difficulty. 19.3 % of them often find it difficult. Lastly, minority of them (3.7 %) always find it difficult.

The last item in this category is the item 17, which asks whether “the students find it difficult to take notes while listening.” In response to this item, 13.7 % of the participants report that they do not find it difficult. 22.4 % of them seldom find it difficult. According to 34.2 % of the participants it is sometimes challenging.

For 23 % of them, it is often difficult. Finally, 6.8 % of the participants report that they always “find it difficult to take notes while listening.”

4.3.1.5. Strategy Related Problems

The final part of the survey is about learners’ perceptions on strategy related problems.

Table 11

Learners’ Perceptions on Strategy Related Problems

Items	Never	Seldom	Sometimes	Often	Always	Descriptives	
	f (%)	f (%)	f (%)	f (%)	f (%)	M	SD
10. I try to predict the words that I associate with the topic.	10(6.2)	49(30.4)	66(41)	24(14.9)	12(7.5)	2.87	.99
12. Pre-listening information about the text improves my listening comprehension.	58(36)	69(42.9)	27(16.8)	6(3.7)	1(.6)	1.9	.85
19. I use my experience and background knowledge of the topic to understand the spoken text.	25(15.5)	62(38.5)	51(31.7)	19(11.8)	4(2.5)	2.47	.97
24. I pay attention to the topic markers such as firstly, as a conclusion, on the other hand, while listening.	46(28.6)	53(32.9)	41(25.5)	16(9.9)	5(3.1)	2.26	1.07
30. I listen to every detail to get the main idea of the spoken text.	0	27(16.8)	46(28.6)	62(38.5)	26(16.1)	2.46	.95

The following are the results of this analysis; item 10 ($M= 2.87$, $SD= .99$), item 12 ($M= 1.9$, $SD= .85$), item 19 ($M= 2.47$, $SD= .97$), item 24 ($M= 2.26$, $SD= 1.07$), item 30 ($M= 2.46$, $SD= .95$).

In response to the item 11, which is, “I try to predict the words that I associate with the topic.”, 6.2 % of the participants report that they never do that. 30.4 % of them seldom try to predict the words. 41 % of them sometimes, 14.9 % of them often, and 7.5 % of them always “try to predict the words that they associate with the topic.”

For the item 12, which asks whether “pre-listening information about the text improves their listening comprehension”, 36 % of the participants report that it does not improve their listening comprehension. 42.9 % of them choose seldom. According to 16.8 % of them it is sometimes helpful. Minority of the students choose often (3.7 %) and always (0.6 %) for this item.

Item 19 asks how much the participants use their background knowledge to understand the spoken text. 15.5 % of them do not use their experience. 38.5 % of them seldom use their background knowledge. 31.7 % of them sometimes, 11.8 % of them often, and 2.5 % of them always use their experience and background knowledge.

When they were asked if they pay attention to the topic markers, 28.6 % of them report that they never pay attention to them. 32.9 % of them seldom, 25.5 % of them sometimes, 9.9 % of them often, and 3.1 % of them always pay attention to the topic markers.

In response to the item 30, which is “I listen to every detail to get the main idea of the spoken text.”, 16.8 % of the learners choose seldom. 28.6 % of them

choose sometimes. 38.5 % of them choose often, and 16.1 % of them choose always.

4.3.2. Research Question 2: What are the students' views on factors that inhibit their listening comprehension performance?

In the second part of the questionnaire, participants were expected to answer an open-ended question, which asks if there are any other factors affecting their listening comprehension. Only 23 students answered the open-ended question but 2 of them were excluded since they wrote about other problems rather than listening comprehension. The answers were categorized using thematic content analysis. In this analysis, McKay's (2006) process suggestion for open-ended item data was followed. According to this process, first, the data were transcribed, then, transcribed data responses were grouped into four groups named listener, speaker, task, and message. After that, reoccurring themes were identified, and finally, for each theme, responses that exemplify the theme were selected and written. The categorization of the answers is set out in Figure 3.

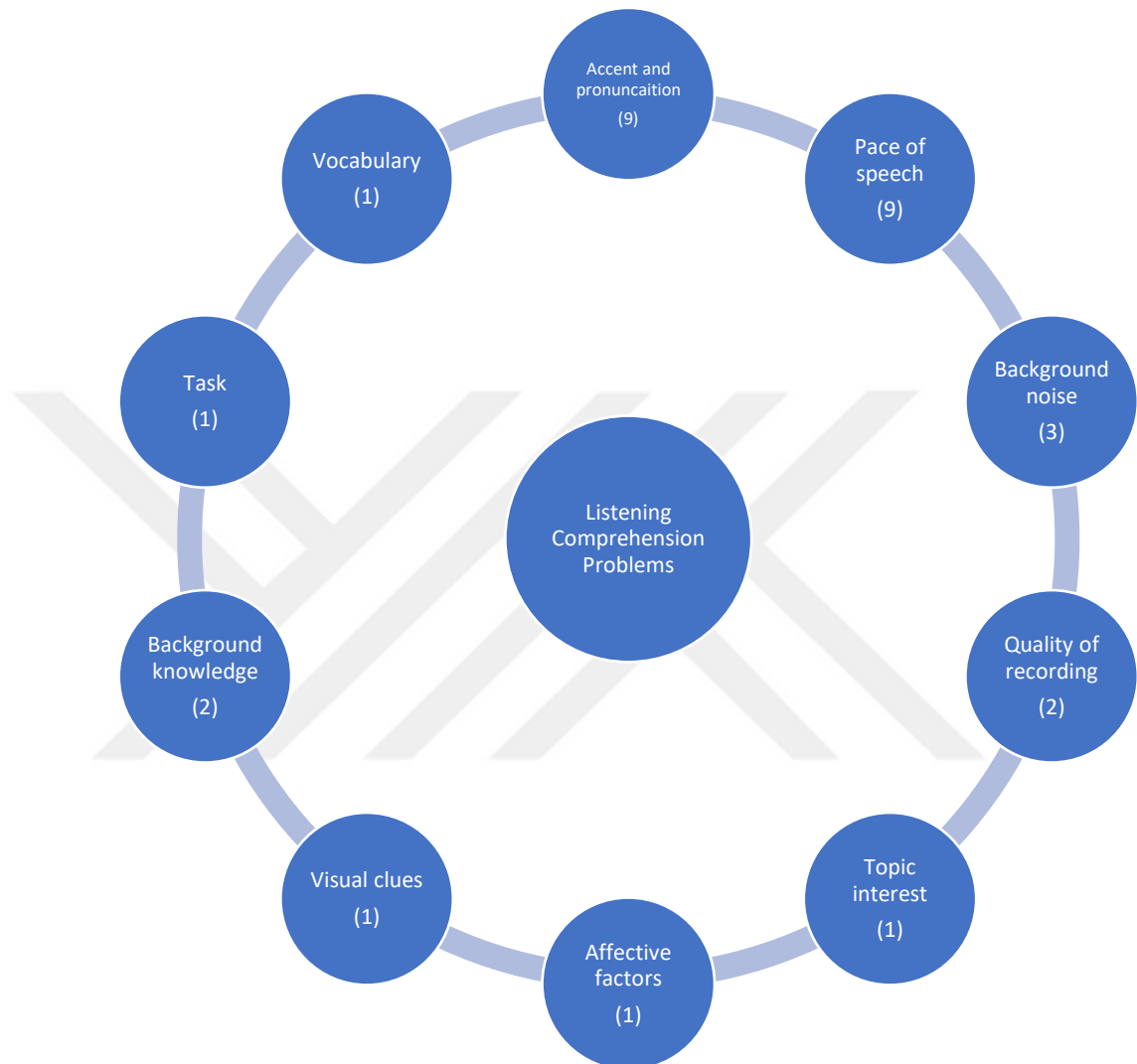


Figure 3. Answers Regarding Listening Comprehension Problems

The problems that the students mentioned are related to the listener category, speaker category, task category, and message category.

4.3.2.1. Listener Related Problems

The following problems were identified from the open-ended question.

Background noise: S1: *When the classroom is noisy, I have difficulty in understanding. (Sınıf ortamının sessiz olmamasından kaynaklı olumsuzluklar oluyor.)*

S2: *When the teacher or my friends speak or walk around the classroom, I find it difficult to understand the recording. (Dinleme esnasında öğretmenin konuşması, sınıfın konuşması, sınıfta dolanması.)*

S3: *In the recording, if there is background noise, I have difficulty in understanding. (Arkadan gelen farklı sesler vs.)*

Quality of recording: S4: *Quality of recording affects my comprehension. (Ses kalitesi)*

S5: *Recordings of poor quality affect my comprehension negatively. (Kalitesiz ses kayıtları engeller.)*

Background knowledge: S6: *In high school, we did not spend time on listening. (Lisede listening yapmamış olmamız.)*

S7: *Since I do not have enough background knowledge, listening activities are beyond my level and it affects me negatively. (Altyapım olmadığı için seviyemin üstünde olduğundan dolayı olumsuz etkileniyorum.)*

Topic interest: S8: *I find it difficult to understand when the topic is uninteresting and outdated. (Konunun ilgi çekicilikten uzak olması veya güncel olmayan konularda olması beni olumsuz etkiler.)*

Affective factors: S9: *Due to the atmosphere in the classroom, I feel nervous and it affects my performance in listening lessons. (Sınıf ortamı gerginliği, panik ve heyecan.)*

4.3.2.2. Speaker Related Problems

In terms of speaker related problems, the following problems were reported by the participants.

Pace of Speech: S10: *When speakers speak ... too fast, it may negatively affect my comprehension.*

S11: *Fast speeches, ... interfere with my comprehension. (Hızlı konuşmalar, ... anlamamı engeller.)*

S12: *When speakers speak too fast, it affects me negatively. (Dinleme parçasının hızlı olması anlamamı büyük ölçüde olumsuz etkiler ve anlamakta zorluk çekerim.)*

S13: *When speakers speak too fast ... I find it difficult to understand the recording. (Konuşmacıların hızlı konuşmaları ... anlamamı olumsuz etkileyebilir.)*

S14: *I find it difficult to understand the vocabulary in which native speakers speak too fast. (Yerli insanların çok hızlı konuştuğu pasajlarda kelimeleri birbirinden ayırt etmekte zorlanıyorum.)*

S15: *Fast speeches hinder my comprehension. (Hızlı konuşma.)*

S16: *When the recording is fast, I can not understand it. (Çok hızlı konuşulması.)*

S17: *... fast speeches make it difficult to listen to the recording. (Hızlı konuşmalar dinlememi zorlaştırır.)*

S18: *Recordings in the exams are beyond our level. I prefer speakers who speak more slowly and clear at least in the exams. (Sınavlardaki dinleme parçalarının seviyemize uygun olmadığını düşünmekteyim. ... En azından sınavlarda daha yavaş ve anlaşılır birisinin konuşmasını isterim.)*

Accent and Pronunciation: S10: *When speakers speak with varied accents ... it may negatively affect my comprehension. (... şive değişikliği olduğunda anlamakta çok zorlanırım.)*

S11: ... different accents, unclear pronunciation, ... interfere with my comprehension.

S13: When speakers ... use varied accents, I find it difficult to understand the recording.

S19: I find it difficult to understand British accent. (British aksanı.)

S21: Pronunciation and different accents interfere with my comprehension. (Telaffuz ve aksan farklılığı.)

S17: Varied accents, unclear pronunciation and fast speeches make it difficult to listen to the recording.

S20: Recordings in the exams are beyond our level. Different accents make it difficult to understand the recording. I prefer speakers who speak more slowly and clear at least in the exams. (Sınavlardaki dinleme parçalarının seviyemize uygun olmadığını düşünmekteyim. Aksan farkı dinlemeyi ve anlamayı çok zorlaştırıyor. En azından sınavlarda daha yavaş ve anlaşılır birisinin konuşmasını isterim.)

Visual clues: S1: I prefer videos with subtitles in order to have a better concentration. (Daha iyi odaklanabilmek için bazen altyazılı içerikler olsa daha iyi olur.)

4.3.2.3. Task Related Problems

In terms of task related problems, note-taking and filling in the blanks were seen as a problem by the participants.

Note-taking and filling in the blanks: S21: During listening, I have difficulty in gap-filling and note-taking activities. (Dinleme esnasında boşluk doldurmada veya not almakta çok zorlanırım.)

4.3.2.4. Message Related Problems

Unknown vocabulary is the only problem reported by the participants in terms of message related problems.

Vocabulary: S11: ... *unknown vocabulary interfere with my comprehension.*

4.3.3. Research Question 3: Do listening comprehension problems vary in terms of the following variables?

4.3.3.1. Gender

In the second research question, all of the listening comprehension problems and the five categories in the questionnaire were compared with respect to gender. Table 14 provides the mean scores and standard deviation of females' and males' perceptions on listening comprehension problems.

Table 12

Listening Comprehension Questionnaire Mean Scores and Standard Deviation for Gender

Groups	N	M	SD
Female	114	2.91	.52
Male	47	2.76	.57

As can be seen from the table above, females passed males on the perceptions on listening comprehension problems in terms of the mean scores. Further analysis was conducted in order to discover whether there was a significant difference statistically. The table below presents the t-test results.

Table 13

t- test Results Comparing Gender on Overall Perceptions

Groups	N	M	SD	t	df	p
Female	114	2.91	.52	1.58	159	.115
Male	47	2.76	.57			

p>.05

An independent-samples t-test was conducted to compare the perceptions of female and male participants. If the Sig (2-Tailed or P) value is greater than 05, there is no statistically significant difference between your two conditions. In this case, p value is greater than 05 ($p = .11$), therefore, it can be concluded that there was not a significant difference in the scores for females ($M = 2.91$, $SD = .52$) and males ($M = 2.76$, $SD = .57$) conditions; $t(159) = 1.58$, $p = .11$. These results suggest that gender really does not have an effect on the perceptions on listening comprehension problems.

Further analysis was conducted to find out mean differences in the different categories of listening comprehension problems of female and male participants. The table below illustrates the mean scores of females and males for the five categories of listening comprehension problems.

Table 14

t- test Results Comparing Gender

Dimension	Group	N	M	SD	t	df	p
Listener	Female	114	3.22	.66	1.89	159	.06
	Male	47	3	.73			
Speaker	Female	114	2.78	.51	1.22	159	.22
	Male	47	2.65	.63			
Task	Female	114	2.79	.76	1.3	159	.19
	Male	47	2.61	.84			
Message	Female	114	3.23	.83	.34	159	.74
	Male	47	3.18	.89			
Strategy	Female	114	2.41	.62	.65	159	.52
	Male	47	2.34	.56			

$p > .05$

An independent-samples t-test was conducted to compare the perceptions of female and male participants. If the Sig (2-Tailed or P) value is greater than 05, there is no statistically significant difference between your two conditions. In this case, there was not a significant difference in the mean scores for females (M= 3.22, SD= .66) and males (M= 3, SD= .73); $t(159)= 1.89$, $p= .06$ in the listener related problems; females (M= 2.78, SD= .51) and males (M= 2.65, SD= .63); $t(159)= 1.22$, $p= .22$ in the speaker related problems; females (M= 2.79, SD= .76) and males (M= 2.61, SD= .84); $t(159)= 1.3$, $p= .19$ in the task related problems; females (M= 3.23, SD= .83) and males (M= 3.18, SD= .89); $t(159)= .34$, $p= .74$ in the message related problems; females (M= 2.41, SD= .62) and males (M= 2.34, SD= .56); $t(159)= .65$, $p= .52$ in the strategy related problems. These results suggest that gender did not have a significant effect on the subcategories of listening comprehension problems

4.3.3.2. Proficiency level

The last research question discovered the effects of proficiency levels on the perceptions of listening comprehension problems.

Table 15

One-way ANOVA Results for Proficiency Levels

Levels	N	Mean	SD
A1	2	2.87	.19
A2	20	3.34	.28
B1	69	2.98	.5
B2	44	2.62	.55
C1	22	2.55	.43
C2	2	2.99	.54

The findings of the test related to the means and standard deviation scores of listening comprehension problems were presented in Table 17. With respect to the mean scores, from the group with the highest scores to the lowest can be ranged A2 ($M = 3.34$, $SD = .28$), C2 ($M = 2.99$, $SD = .43$), B1 ($M = 2.98$, $SD = .5$), A1 ($M = 2.87$, $SD = .9$), B2 ($M = 2.62$, $SD = .55$), C1 ($M = 2.55$, $SD = .43$) respectively.

Table 16

One-way ANOVA Test Results for Proficiency Levels

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.404	5	2.081	8.96	.0
Within Groups	36.011	155	.232		
Total	46.414	160			

A One-way between subjects ANOVA was conducted to compare the effects of proficiency level (A1, A2, B1, B2, C1, and C2) on the perceptions of listening comprehension problems. There was a significant effect of proficiency levels ($F(5,155) = 8.96$, $p = .0$) on the perceptions of listening comprehension problems.

A follow-up test was conducted to find out the post-hoc multiple comparisons using the Tukey HSD test, which indicated a statistical difference between proficiency levels of A2 and B1, B2, and C1,

Table 17

Post Hoc Multiple comparison of Tukey HSD Test Results for Proficiency Levels

Dependent Variable	Proficiency Levels	Proficiency Levels	Mean Difference	Sig.
Listening Comprehension	A1	A2	-.47	.77
		B1	-.12	.99
		B2	.25	.98

	C1	.31	.95
	C2	-.12	1
A2	A1	.47	.77
	B1	.35*	.05
	B2	.72*	.0
	C1	.79*	.0
	C2	.35	.7
B1	A1	.12	.99
	A2	-.35*	.05
	B2	.37*	.0
	C1	.43*	.0
	C2	-.0	1
B2	A1	-.25	.98
	A2	-.72*	.0
	B1	-.37*	.0
	C1	.07	.99
	C2	-.37	.67
C1	A1	-.31	.95
	A2	-.79*	.0
	B1	-.43*	.0
	B2	-.07	.99
	C2	-.44	.55
C2	A1	.12	1
	A2	-.35	.77
	B1	.0	1
	B2	.37	.67
	C2	.44	.55

*** Items that show significant differences between groups**

Furthermore, effect size was calculated by using eta squared. The formula for eta squared is as follows:

$$\text{Eta squared} = \frac{\text{Sum of squares between groups}}{\text{Total sum of squares}}$$

The resulting eta squared value is .22, which is considered as a large effect in Cohen's terms (1988).

Taken together, these results suggest that proficiency levels really do have an effect on the perceptions of listening comprehension problems.

4.4. Conclusion

This section began by laying out the assumption checks. Then, the findings of the study which includes descriptive findings, independent t-test, and One-way ANOVA, were set out. According to the results obtained by the descriptive statistics, the most frequently reported problems are under the message category ($M = 3.22$). They are followed by the listener category ($M = 3.16$). The results of the independent t-test showed that gender did not play an important role in listening comprehension problems, whereas, according to the results obtained from one-way ANOVA, proficiency levels correlated with listening comprehension problems significantly. In the next chapter, the findings of the study will be discussed in accordance with the relevant literature.

CHAPTER V

DISCUSSION and CONCLUSION

5.1. Introduction

In this chapter, the findings of this study will be discussed with reference to the relevant literature. Then, the pedagogical implications of the study will be presented. Lastly, limitations of the study will be discussed and suggestions will be made for further research.

5.2. Answers to Research Question 1: What are the most and the least frequently reported listening comprehension problems?

The first research question in this study sought to determine the most and the least frequently reported listening comprehension problems of ELT majors. With respect to the first research question, the participants' responses were examined in a detailed way and it was found that most of the items in each sub-category (listener, speaker, message, task, and strategy) were considered as a problem for them. This result confirms the other studies investigating listening comprehension problems (Goh, 2000; Hasan, 2000; Odacı, 2006; Demirkol, 2009; Hamouda, 2013; Yıldırım, 2013; Gao, 2014; Özyurt, 2014; Solak & Altay, 2014; Kazouz, 2015; Kurtuldu, 2019; Pekel, 2019). The most problematic sub-category is message-related category (M= 3.22) and it is followed by the listener category (M= 3.16). The least problematic category is strategy category (M= 2.39).

5.2.1. Message Related Problems

The most frequently reported problem under the message scale was unfamiliar words (M= 3.32). 43.5 % of the participants find it difficult (*often and*

always) In accordance with the present result, previous studies have demonstrated that vocabulary is a major factor that hampers listening comprehension (Hasan, 2000; Demirkol, 2009; Mehrpour & Rahimi 2010; Hamouda, 2013; Matthews, 2018; Saeed, 2019). This result corroborates the ideas of Bloomfield et al. (2010) who emphasizes that a significant factor affecting listening comprehension is both listener's vocabulary size and vocabulary of the passage. Vandergrift and Goh (2012) also claim that "When L2 learners are asked what they consider to be the most important element for L2 listening success, they almost unanimously identify vocabulary knowledge as key" (p.59). Nation (2001) states that L2 learners must have a certain amount of vocabulary to understand a text in a different language. He goes on stating that they need "at least 95% coverage of the running words in the input in order to gain reasonable comprehension and to have reasonable success at guessing from context. In this case, teachers should guide their students providing them with various vocabulary exercises as pre-listening activity.

Difficult grammatical structures are also a source of problem for students (M=3.29). 42.2 % of the learners have difficulty in such kind of listening texts (*often and always*). The result seems to be consistent with other research which found that the most of the learners have been interfered by difficult grammatical structures (Guo & Wills, 2006; Hamouda, 2013; Saeed, 2019). During L2 learning, grammatical knowledge plays a key role and is assumed for the progress of comprehension (Goh & Vandergrift, 2012). It will be difficult to listen to a text that contains many new lexical items and high-level grammatical structures, apart from grammar and vocabulary, long sentences full of noun phrases, filled with meaning, are difficult for students to process (Wilson, 2008). Saeed (2019) suggests that students can be given grammatical structures as visual clues such as tape scripts or

having them on the board, also, teachers can encourage them to hold discussions using these grammatical structures.

The last problem under the message scale is long spoken texts (M=3.05). 29.2 % of the students reported that long spoken text is a barrier to their listening performance (*often and always*). The result is in accord with recent studies indicating that long spoken texts hinder listening comprehension of students (Hasan, 2000; Nimehchisalem 2006; Demirkol, 2013; Hamouda, 2013; Namaziandost, 2019; Saeed, 2019). Ur (1984) explains this situation stating that learners' comprehension of the contents in a lengthy listening exercise is much stronger at the beginning, however, as a consequence of getting tired, it gets worse gradually as it goes on. Moreover, this problem may be due to lack of authentic materials, but it is not always possible to prepare authentic materials for their level because according to curriculum teachers must be based on course books. A possible solution for this problem might be to pause recording in the parts where the answer is given.

5.2.2. Listener Related Problems

Regarding the listener scale, “unclear sounds resulting from poor quality tape recorder” (M = 3.79/ 62.7 % (*often and always*)) and “unclear sounds resulting from poor classroom conditions or outside noise” (M = 3.7/ 58.4 % (*often and always*)) were the most frequently reported problems by the participants. These results are in agreement with those obtained by Hasan (2000), Demirkol (2009), Yıldırım (2013), Özyurt (2014), and Pekel (2019). The results also corroborate the idea of Wilson (2008), who suggested that in many schools, much of the listening input comes in the form of digital materials which are recorded professionally in a studio, so the sound quality is high but teachers who try to produce their own

listening materials may find that their recordings, maybe made on old machines, contain distortion and lack clarification. Hasan (2000) suggests that now that it is not possible to interrupt speaker to ask for clarification or repetition unlike listening in real life, contextual hints should be given to facilitate it. Classroom noise is a common problem in Turkish context, especially in crowded classrooms. Even after the teacher plays the recording, students keep on having conversation, which distracts the other students' concentration. A possible solution for this might be that the teacher starts playing the recording when absolute silence is achieved. Background noise in the recording is also a common problem for Turkish students but in listening in real life, it is highly possible that there is background noise, so students need to get used to such kind of recordings.

Another most frequently reported problem is related to the issue of the spoken text which is not of interest to the students. A considerable number of the students ($M = 3.42 / 52.1\%$ (*often and always*)) report that uninteresting topics interfere with their comprehension. These results match those observed in earlier studies (Hasan, 2000; Demirkol, 2009; Hamouda, 2013; Yıldırım, 2013; Saeed, 2019). Ur (1984) claimed that teachers need to avoid selecting boring and over-theoretical subjects, instead, they should select topics that students may be interested in since the topic of the task is a crucial factor in arousal of motivation.

The problem of “feeling nervous and worried as a result of not understanding the spoken text and missing a few words” had the rates of 92.6 % (*always*=20.5, *often*=25.5, *sometimes*=24.2, *seldom*=22.4) and 93.2 % (*always* = 14.9, *often*= 23, *sometimes*= 31.7, *seldom*= 23.6) These results are consistent with those of Demirkol (2009), Yıldırım (2013), Saeed (2019) who investigated listening comprehension problems of students. The results further support the idea of

Underwood (1989) who claims that one of the major reasons for many students' inability to understand the recording is their teachers who make them understand all the words in the text. Osada (2004) also concludes: "By tradition, teachers want students to understand every word they hear by repeating and pronouncing words carefully, by grading the language to suit their level, by speaking slowly and so on". As a result of this situation, students get frustrated and worried if they miss some words during listening. It can thus be suggested that teachers should explain what they are going to listen for before playing the recording.

Another major problematic thing is students "find it difficult to get a general understanding of the spoken text from the first listening" (M=3.04/ 29.2 % (*often and always*)) This finding is consistent with that of Pekel (2019) who found out that one third of the students can not understand the overall meaning. This result may be explained by the fact that as second language students listen, their comprehension sometimes lapses which may result in understanding only a few isolated words, even though this situation is seen in the first language listeners, it has an impact on comprehension much more significantly in the case of second language listening (Buck, 2001). Another possible explanation for this is that students try to understand every word they hear and they miss some parts which results in failure in getting overall meaning. One of the ways of avoiding this problem is to help learners develop top-down skill, which is the crucial part of the comprehension. As Wilson (2008) states much of the interpretation depends on what happens in the mind before the listening even begins. Therefore, if the topic of the spoken text is something that the listener can relate to an existing content schema, comprehension gets easier (Lynch & Mendelsohn, 2010).

The least frequently reported problem under the listener scale is answering questions which require other than short answer (M=2.64/ 19.2 % (*often and always*)). It is followed by forgetting the words while listening (M=2.75/ 19.2 % (*often and always*)). These results are in agreement with Demirkol's (2009) findings. It is somewhat surprising that students do not find it difficult to answer information questions since these questions usually need more detailed and long answers and students tend to make short sentences rather than longer ones. As Wilson (2008) points out during the listening activity, while listeners are processing one word, another word is 'incoming', so the minds of the listeners are overflowing with words which causes overload and make students 'switch off'. A possible explanation given by Demirkol (2009) is that since students have a chance to listen to the recording a few times, they do not think they need to catch every detail in the first listening. Demirkol (2009) maintains that it may be because of their educational background making them remembering details because students have to remember a lot of details to pass exams such as university entrance exam even if they are not interested in topic.

5.2.3. Speaker Related Problems

The results related to speaker scale show that there are three most frequently problems: pace of speech, varied accents, and pronunciation. The problem of "having difficulty in understanding fast speeches" had the highest frequency in speaker scale (M=3.61/ 54.1 % (*often and always*)). This result is in accordance with Demirkol's (2009) study in which she found out that 66.1% of the participants had this difficulty. Similarly, in Namaziandost's (2019) study, one of the major problems of EFL learners is speech rate and Benglia (2013) found out that speech rate is an obstacle for the students. Another similar result is seen in Yıldırım's

(2013) investigation in which students reported that fast speech may interfere with their understanding. A possible explanation for these results may be the lack of adequate exposure to listening until they start studying at university. Another possible explanation for this is that for many language learners in Turkey grammar is more important than listening or the other skills because of the Turkish education system, for that reason, learners may have trouble even in average pace (Yıldırım, 2013).

Difficulty in understanding due to varied accents and pronunciation had the mean scores of 3.45 (45.4 % (*often and always*)) and 3.29 (40.4 % (*often and always*)), respectively. These results match those observed in earlier studies (Hasan, 2000; Demirkol, 2009; Benglia, 2013; Hamouda, 2013; Yıldırım, 2013; Namaziandost, 2019; Pekel, 2019; Saeed, 2019). Phonological information has a significant role in L2 listening comprehension because of the differences between L1 and L2 sounds, which can cause problems in comprehension (Rasskazova & Glukhanyuk, 2018). The English stress, intonation, and rhythm systems may interfere with learners' listening comprehension although they may be less apparent than the real sound problems (Ur, 1984). Nation and Newton (2009) claim that first language of learners may play an important role in understanding the other languages' sound system. For instance, a phoneme which is in the second language may not appear in the first language. In listening speaking books, there is a part titled "Pronunciation for Listening". Students need to know the pronunciation of a word not just for the sake of speaking but listening because when they are not familiar with the pronunciation, although they know the meaning, they can miss the word just because of the pronunciation of it in listening tasks. Ur (1984) states that the reason why learners find it difficult to understand somebody else's accent is that

they are used to their own teacher's accent. It can thus be suggested that bottom-up processing activities may be helpful to improve their comprehension. Also, with shadow listening activities learners can improve bottom-up skills quickly (Hamada, 2017). Furthermore, teachers can encourage their students to watch TV series or movies in the target language and they can even watch an episode in the classroom every week and hold discussion after watching it.

The least frequently reported problem under the speaker scale is “finding difficult to understand the meaning of the spoken text without seeing the speaker's body” (M=2.53/ 16.2 % (*often and always*)). Although this result is in line with Demirkol's (2009) finding, it is contrary to previous studies which have suggested that using videotapes, instead of audiotapes, enhances L2 listening comprehension because gestures and facial expressions help learners understand the speaker better and the lack of visual assistance becomes a barrier to listening comprehension (Underwood, 1989; Berne, 1998).

Another least frequently reported problem under the speaker scale is “finding difficult to understand natural speech which is full of hesitation and pauses” (M=2.84/ 24.2 % (*often and always*)). The participants did not have difficulty in understanding speeches with hesitation and pauses, which is a contradictory result with the literature because it is stated that hesitation will pose non-native speakers listening to spontaneous speech with considerable comprehension difficulty (Buck, 2001). This rather contradictory result may be due to the fact that learners feel that they have time to comprehend the speech when the speaker slows down, that is to say, these pauses and hesitations give them a chance to digest what has been told so far.

5.2.4. Task Related Problems

Finding “difficult to predict what speakers are going to say from the title of the spoken text” is the least frequently problem under the task scale ($M=2.45/ 11.8$ % (*often and always*)). This result is in line with Demirkol’s (2009) study in which she found that only 18.7 % of the participants reported it is difficult for them. This result may be explained by the fact that titles in those kind of tasks are usually so explicit that learners predict the topic without any difficulty.

The participants reported that they do not “find it difficult to fill a chart or graphic while listening” ($M= 2.68/ 23$ % (*often and always*)). The result seems to be consistent with Demirkol’s (2009) finding. The reason for this is not clear but it may have something to do with those kind of exercises do not require long sentences, so the learners may easily fill charts or graphics as long as they catch the key words.

5.2.5. Strategy Related Problems

Strategy related problems category is the least problematic category among other categories. The mean score for this category is 2.39. This finding is unexpected and suggests that students do not have many problems with using strategies during listening activities. This outcome is contrary to those of Hamouda (2013) and Saeed (2019) who found that the participants can not use the strategies effectively.

5.3. Answers to Research Question 2: What are the students' views on factors that inhibit their listening comprehension performance?

5.3.1. Speaker Related Problems

In contrast to quantitative results of the research, which showed that the students have the most difficulty in the message category, qualitative results suggest that the category in which students have the most difficulty is the speaker category. 16 students reported that they have problems related to the speaker category. 9 students have problems with fast speech and 6 students have problems with accent and pronunciation. One student stated that the recordings in exams are too difficult because speakers speak too fast and they use different accents. This is a common problem for students at Ufuk University. After exams, they often say they could not do the listening part well because of pace of the speech or accent. This result may be explained by the fact that in listening lessons they do not pay enough attention to the recordings, therefore, they lack adequate practice which causes problems in exams.

5.3.2. Listener Related Problems

9 students reported that they have listener related problems. These problems include background noise (n=3), quality of recording (n=2), background knowledge (n=2), topic interest (n=1), and affective factors (n=1). According to the quantitative results of the research, background knowledge is not considered as a problem but in the open-ended question, one student reported that they did not spend enough time on listening in high school, that is why s/he can not perform well in listening activities and another student stated that since s/he does not have enough knowledge, listening activities are beyond her/his level. This result is in agreement with Pekel's (2019) finding. In his qualitative research, 23.78 % of the participants

reported they did not enough amount of individual and in-class practice leading to listening comprehension difficulties. In high school, both students and teachers focus on the university entrance exam, as a result, they skip listening skill.

5.3.3. Message Related Problems

Only one student reported about message related problems, which is about unfamiliar vocabulary, in contrast to the quantitative findings of the research. According to the quantitative findings, 43.5 % of the participants have problems with unfamiliar vocabulary.

5.3.4. Task Related Problems

One student mentioned task related problems. This student reported that note-taking tasks and filling in the blanks activities are difficult. This result supports the quantitative results of the research because according to the quantitative results, only 3.7 % of the participants reported they *often* have this problem. It might be related to their study habits in high school because they deal with mechanical exercises to get prepared for the university entrance exam.

5.4. Answers to Research Question 3: Do listening comprehension problems vary in terms of the following variables?

5.4.1. Gender

Results of the analysis of the 114 female and 47 male students' answers for the listening comprehension problems revealed that the frequency of problems did not vary according to gender. This result may be explained by the fact that the group sizes are not equal to each other. This result is in accord with previous studies indicating that there is not a significant relationship between gender and listening comprehension (Feyten, 1991; Bacon, 1992). Therefore, the limited study into gender and listening comprehension is inconclusive (Rubin, 1994). However, this

finding is contrary to that of Cohen (2010) who has suggested that the gender of the student is significant because, when it comes to language learning, women outnumber men. This outcome is also contrary to that of Demirkol (2009) who found that frequency of several listening comprehension problems varied according to gender.

5.4.2. Proficiency level

The analysis of the problems in terms of proficiency levels revealed that there was a significant effect of proficiency levels on the perceptions of listening comprehension problems. This result is consistent with data obtained in Demirkol's (2009) and Nimehchisalem's (2016) study. Rubin (1994) states that "language proficiency level is a major variable" in listening comprehension. In this study, A2 level students appear to be the ones having the most serious problems in listening comprehension ($M = 3.34$). A possible explanation for this result may be the lack of adequate language and strategy knowledge of these students. Peterson (2001) suggests an explanation for this situation claiming that learners with higher levels of language proficiency are more effective in L2 listening, whereas, lower level learners need to have more conscious attention for an efficient comprehension. Hamouda (2013) points that it is difficult for most students at beginner level to comprehend spoken English. According to Eastman (1991), it is due to the fact that low level learners have the tendency to translate the spoken text while listening.

5.5. Conclusion

The present study was designed to determine the perceptions of Turkish ELT majors on the difficulties of listening comprehension at Ufuk University. The second aim of this study was to investigate the effects of gender and proficiency levels on listening comprehension problems.

According to the quantitative results, one of the more significant findings to emerge from this study is that students have the most difficulty in message category which includes difficult grammatical structures, unfamiliar vocabulary and long recordings. The second major finding was that unclear sounds resulting from poor quality tape recorder and unclear sounds resulting from poor classroom conditions or outside noise interfere the participants' comprehension most and they find it difficult to listen to the recording when the topic does not draw their attention. The research has also shown that learners have problems with fast speech, varied accents, and unclear pronunciation. One of the obvious and expected findings to emerge from this study is that learners find it challenging to comprehend recordings with unfamiliar vocabulary and difficult grammatical structures. Another expected finding is that learners have difficulty in understanding long spoken text since they get tired and lose their concentration.

The qualitative analysis of the research indicated that students have the most difficulty in the speaker category. Most of them reported that varied accents, fast speech and unclear pronunciation inhibit their listening comprehension performance. What is different from the quantitative results is that two students reported that they do not have enough knowledge about listening skill and since they did not spend enough time on listening in high school, they can not perform well in listening activities. It is surprising that any problem related to strategy use was not mentioned in the qualitative research and it was not considered as a problem according to the quantitative analysis of the research..

Gender made no significant difference to listening comprehension problems, however, proficiency levels correlated with listening comprehension problems significantly and A2 level students appear to be the ones having the most

serious problems in listening comprehension. To conclude, these results match those observed in earlier studies in Turkey and in other countries.

5.6. Limitatitons of the Study

The generalisability of these results is subject to certain limitations. The major limitation of this study is the small sample size (161 participants). Due to coronavirus disease, instructions at all universities were halted temporarily for 3 weeks (March 16 - April 6) in Turkey (“Koronavirüs Bilgilendirme Notu”, 2020). Hence, the procedure of data collection was terminated. After this period, distance education process has started and students were sent online questionnaires, however, they did not respond to online survey, as a result, the number of participants remained at 161.

Secondly, the group sizes in terms of gender are not equal in this study. There were 114 females and 47 males. According to the results of the t-test, there was no significant difference, but if the distribution of gender was equal, the results could have been different.

Thirdly, the scope of this study was limited in terms of the distribution of proficiency levels. (A1 1.2 %, A2 12.4 %, B1 42.9 %, B2 27.3 %, C1 13.7 %, C2 2.5 %). Proficiency levels correlated with listening comprehension problems significantly, but the unequal distribution of the levels makes these findings less generalisable.

One source of weakness in this study which could have affected the measurements of listening comprehension problems was that students may be afraid to reflect objective ideas with the concern that these responds can be told to their instructors in the department. Notwithstanding these limitations, the study certainly

adds to our understanding of the perceptions of the ELT majors on the difficulties of listening comprehension.

5.7. Pedagogical Implications

This research study has pinned down the perceptions of the Turkish ELT majors on the difficulties of listening comprehension. The findings of this investigation complement those of earlier studies. In general, therefore, it seems that teachers should give priority to the common problems encountered by students. The evidence from this study suggests that now that students complain about the speech rate, varied accents, unclear pronunciation, and uninteresting and outdated topics, teachers can make the students expose to various listening recordings apart from the ones in the course books, furthermore, they can encourage their students to watch TV series or movies in the target language and they can even watch an episode in the classroom every week and hold discussion after watching it. Ur (1984) claimed that teachers need to avoid selecting boring and over-theoretical subjects, instead, they should select topics that students may be interested in since the topic of the task is a crucial factor in arousal of motivation. Another suggestion is that teachers should make use of pre, while, and post listening activities to engage students in activities.

Another implication of this study is that if students try to understand every word in the spoken text and as a consequence of this, if they get tired or lose concentration, teachers can explain what they are going to listen for before playing the recording and give them a purpose, for instance, if the aim is to find the gist, they know that they do not listen to every single word. Also, teachers can help learners develop top-down skill which is the crucial part of the comprehension. As Wilson (2008) states much of the interpretation depends on what happens in the

mind before the listening even begins. Therefore, if the topic of the spoken text is something that the listener can relate to an existing content schema, comprehension gets easier (Lynch & Mendelsohn, 2010).

One of the major problems for Turkish learners is unknown vocabulary. In this case, teachers can guide their students providing them with various vocabulary exercises as pre-listening activity and if there are some proper nouns in the recording, teachers can write them on the board beforehand in case students think of them as unknown vocabulary. Taken together, these findings suggest a role for teachers in promoting listening comprehension of learners.

5.8. Suggestion for Further Research

The present study was conducted in one university, which was Ufuk University, with a small sample size ($n=161$). Further research might be done in two or more universities and if possible, it can be conducted at one public and one private university and the results can be compared. In this study, the group sizes in terms of proficiency levels were not equal. In further studies, it can be taken into consideration to get better results. Lastly, in this research, only a questionnaire was used to investigate the problems, but in further studies, students can be interviewed.

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APPENDICES

APPENDIX A: Listening Comprehension Problems Questionnaire Student Profile

The proficiency level: A1 (Beginner)

A2 (Elementary)

B1 (Intermediate)

B2 (Upper-Intermediate)

C1 (Advanced)

C2 (Proficiency)

Age: _____

Gender (please, circle): Female Male

Item No	Items	Never	Seldom	Sometimes	Often	Always
1	I find it difficult to understand the meaning of words which are not pronounced clearly.	1	2	3	4	5
2	I feel nervous and worried when I do not understand the spoken text.	1	2	3	4	5
3	I find it difficult to hold a discussion after listening to the spoken text.	1	2	3	4	5
4	I find it difficult to predict what speakers are going to say from the title of the spoken text.	1	2	3	4	5
5	Visual clues help me understand the spoken text (pictures, diagrams, charts, video, etc.)	1	2	3	4	5
6	I find it difficult to interpret the meaning of a long spoken text.	1	2	3	4	5
7	I find it difficult to answer questions which require other than a short answer (e.g. why or how questions)	1	2	3	4	5
8	I find it more difficult to listen to a recorded spoken text than to my teacher reading aloud.	1	2	3	4	5
9	When I miss a few words, I find it difficult to concentrate on the rest of the passage.	1	2	3	4	5
10	I try to predict the words that I associate with the topic.	1	2	3	4	5
11	I find it difficult to write a summary of the spoken text.	1	2	3	4	5

12	Pre-listening information about the text improves my listening comprehension.	1	2	3	4	5
13	Tape scripts provided before listening exercises help me understand the text.	1	2	3	4	5
14	I find it difficult to fill a chart or graphic while listening.	1	2	3	4	5
15	Unfamiliar words interfere with my listening comprehension.	1	2	3	4	5
16	I find it difficult to understand natural speech which is full of hesitation and pauses.	1	2	3	4	5
17	I find it difficult to take notes while listening.	1	2	3	4	5
18	I find it difficult to understand well when speakers speak too fast.	1	2	3	4	5
19	I use my experience and background knowledge of the topic to understand the spoken text.	1	2	3	4	5
20	I spend great effort to understand a listening text and this makes me tired.	1	2	3	4	5
21	I quickly forget the words I hear while listening.	1	2	3	4	5
22	I find it difficult to understand the spoken text which is not of interest to me.	1	2	3	4	5
23	Unclear sounds resulting from poor quality tape recorder interfere with my listening comprehension.	1	2	3	4	5
24	I pay attention to the topic markers such as firstly, as a conclusion, on the other hand, while listening.	1	2	3	4	5
25	I find it difficult to get a general understanding of the spoken text from the first listening.	1	2	3	4	5
26	Unclear sounds resulting from poor classroom conditions or outside noise interfere with my listening comprehension.	1	2	3	4	5
27	Difficult grammatical structures interfere with my listening comprehension.	1	2	3	4	5
28	I find it difficult to understand well when speakers speak with varied accents.	1	2	3	4	5

29	I find it difficult to understand the meaning of the spoken text without seeing the speaker's body language.	1	2	3	4	5
30	I listen to every detail to get the main idea of the spoken text.	1	2	3	4	5

Are there any other variables that affect your listening comprehension negatively?

Thanks for your participation.



APPENDIX B: Yabancı Dilde Dinleme Yaparken Karşılaşılan Problemler Anketi

Öğrenci Profili

Kur (seviye) (daire içine alınız): A1 (Beginner) A2 (Elementary)

B1 (Intermediate) B2 (Upper-Intermediate) C1 (Advanced)

C2(Proficiency)

Yaşınız: _____

Cinsiyetiniz (daire içine alınız): Erkek Kız

Yönergeler: Her bir madde için yaklaşımınızı temsil eden cevaba √ işareti yapınız.

1= Asla 2= Nadiren 3= Bazen 4= Sıklıkla 5= Her zaman

Lütfen tüm maddeleri cevaplandırınız.

Soru No	Sorular	Asla	Nadiren	Bazen	Sıklıkla	Her zaman
1	Anlaşılır şekilde telaffuz edilmeyen kelimelerin anlamlarını anlamakta zorlanırım.	1	2	3	4	5
2	Dinleme pasajını anlamadığımda gergin ve üzgün hissederim.	1	2	3	4	5
3	Sözlü parçayı dinledikten sonra konuyla ilgili tartışma yapmakta zorlanırım	1	2	3	4	5
4	Bir dinleme pasajının başlığından konuşmacıların ne söyleyeceğini tahmin etmekte zorlanırım.	1	2	3	4	5
5	Görsel ipuçları sözlü bir pasajı anlamamda yardımcı olur (resimler, diyagramlar, tablolar, video vs.)	1	2	3	4	5
6	Uzun bir dinleme metninin anlamını yorumlamakta zorlanırım.	1	2	3	4	5
7	Kısa cevaptan başka türlü cevaplar gerektiren soruları cevaplamakta zorlanırım (nasıl ve niçin li sorular)	1	2	3	4	5
8	Bir dinleme metnini kasetten dinlemektense öğretmenim okurken dinlemeyi tercih ederim.	1	2	3	4	5

9	Birkaç kelimeyi kaçırdığım.anlamadığım zaman parçanın geri kalanına konsantre olmakta zorlanırım.	1	2	3	4	5
10	Dinleme metninin konusuyla ilgili kelimeleri dinleme öncesinde tahmin etmeye çalışırım.	1	2	3	4	5
11	Sözlü parçanın özetini yazmakta zorlanırım.	1	2	3	4	5
12	Dinleme metniyle ilgili dinleme öncesi bilgiler anlamama yardımcı olur.	1	2	3	4	5
13	Dinleyeceğim metni önceden görmek anlamama yardımcı olur.	1	2	3	4	5
14	Dinleme esnasında tablo ya da grafik doldurmakta zorlanırım.	1	2	3	4	5
15	Bilinmeyen kelimeler dinlerken anlamamı engeller.	1	2	3	4	5
16	Tereddütlerle ve duraksamalarla dolu olan doğal konuşmaları anlamakta zorlanırım.	1	2	3	4	5
17	Dinleme esnasında not almakta zorlanırım.	1	2	3	4	5
18	Konuşmacılar çok hızlı konuştukları zaman iyi anlamakta zorlanırım.	1	2	3	4	5
19	Konuşulan pasajı anlamak için konuyla ilgili tecrübelerimi ve geçmiş bilgilerimi kullanırım.	1	2	3	4	5
20	Bir dinleme pasajını anlamak için çok fazla çaba sarf ederim ve bu beni yorar.	1	2	3	4	5
21	Dinlerken duyduğum kelimeleri çabucak unuturum.	1	2	3	4	5
22	İlgimi çekmeyen dinleme parçalarını anlamakta zorlanırım.	1	2	3	4	5
23	Kalitesiz kasetlerden kaynaklı belirsiz sesler dinlerken anlamamı engeller.	1	2	3	4	5
24	Dinlerken "firstly, as a conclusion, on the other hand" gibi belirteçlere dikkat ederim.	1	2	3	4	5
25	Bir dinleme parçasının genel anlamını ilk dinlemede anlamakta zorlanırım.	1	2	3	4	5
26	Kalitesiz sınıf şartlarından kaynaklı yada dışardan gelen sesler dinlerken anlamamı engeller.	1	2	3	4	5
27	Zor gramatik yapılar dinlerken anlamamı engeller.	1	2	3	4	5

28	Konuşmacılar farklı şivelerle/aksanlarla konuştukları zaman iyi anlamakta zorlanırım.	1	2	3	4	5
29	Konuşmacının vücut dilini görmeden sözlü bir pasajı anlamakta zorlanırım.	1	2	3	4	5
30	Konuşulan pasajın ana fikrini anlamak için her detayı dinlerim.	1	2	3	4	5

Yabancı dilde dinleme performansınızı olumsuz etkileyen başka etkenler var mı?

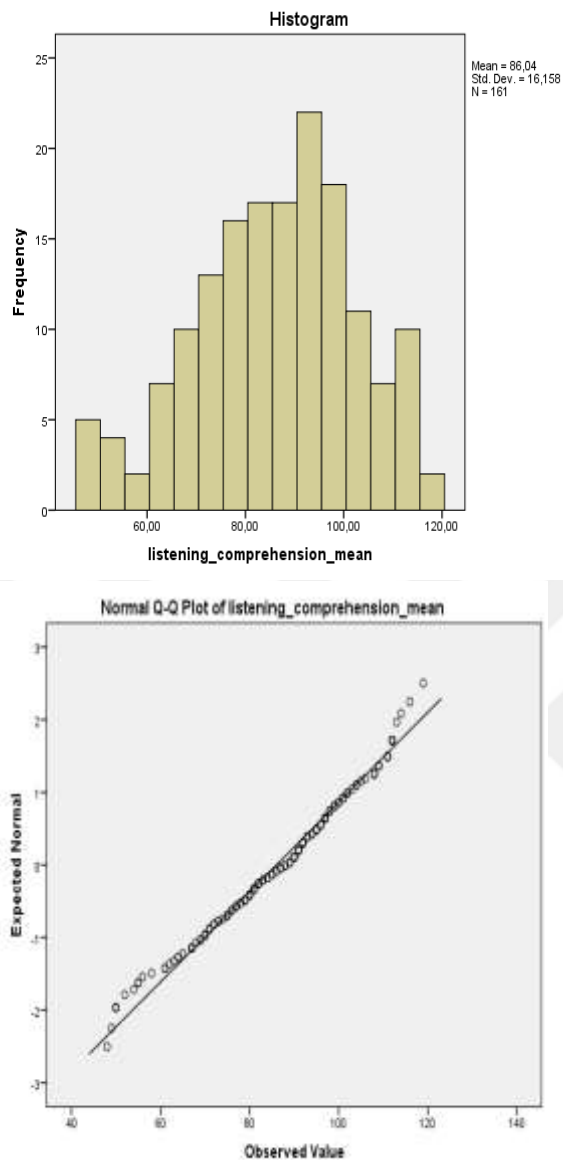
Katılımınız için teşekkürler.

APPENDIX C: Scales of the items in the listening comprehension problems questionnaire

Scale	No	Item
Message	27	Difficult grammatical structures interfere with my listening comprehension.
	15	Unfamiliar words interfere with my listening comprehension.
	6	I find it difficult to interpret the meaning of a long spoken text.
Task	4	I find it difficult to predict what speakers are going to say from the title of the spoken text.
	3	I find it difficult to hold a discussion after listening to the spoken text.
	11	I find it difficult to write a summary of the spoken text.
	14	I find it difficult to fill a chart or graphic while listening.
	17	I find it difficult to take notes while listening.
	1	I find it difficult to understand the meaning of words which are not pronounced clearly.
	5	Visual clues help me understand the spoken text (pictures, diagrams, and charts.)
Speaker	16	I find it difficult to understand natural speech which is full of hesitation and pauses.
	29	I find it difficult to understand the meaning of the spoken text without seeing the speaker's body language.
	13	Tape scripts provided before listening exercises help me understand the text.
	28	I find it difficult to understand well when speakers speak with varied accents.
	18	I find it difficult to understand well when speakers speak too fast.
	26	Unclear sounds resulting from poor classroom conditions or outside noise interfere with my listening comprehension.
	23	Unclear sounds resulting from poor quality tape recorder interfere with my listening comprehension.
	25	I find it difficult to get a general understanding of the spoken text from the first listening.

Listener	20	I spend great effort to understand a listening text and this makes me tired.
	2	I feel nervous and worried when I do not understand the spoken text.
	21	I quickly forget the words I hear while listening.
	7	I find it difficult to answer questions which require other than short answer (e.g. why or how questions).
	9	When I miss a few words, I find it difficult to concentrate on the rest of the passage.
	22	I find it difficult to understand the spoken text which is not of interest to me.
	8	I find it more difficult to listen to a recorded spoken text than to my teacher reading aloud.
Strategy	10	I try to predict the words that I associate with the topic.
	24	I pay attention to the topic markers such as firstly, as a conclusion, on the other hand, while listening
	19	I use my experience and background knowledge of the topic to understand the spoken text.
	12	Pre-listening information about the text improves my listening comprehension.
	30	I listen to every detail to get the main idea of the spoken text.

APPENDIX D: Tests of Normality



The histogram and the normal probability plot for listening comprehension problems questionnaire

Tests of Normality

	Level	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
listening_comprehensio n_meann	A1	,260	2	.			
	A2	,147	20	,200*	,944	20	,291
	B1	,121	69	,014	,976	69	,199
	B2	,060	44	,200*	,989	44	,955
	C1	,149	22	,200*	,954	22	,383
	C2	,283	4	.	,820	4	,144

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

APPENDIX E: Volunteer Consent Form

Sayın Katılımcı,

Bu çalışma Ufuk Üniversitesi- İngiliz Dili ve Eğitimi Bölümü'nde yürütülen bir araştırmadır. Bu çalışmanın amacı; İngiliz Dili Eğitimi Bölümü'nde okuyan öğrencilerin dinleme anlama zorluklarının saptanmasıdır.

Bu çalışmaya katılım tamamen gönüllük esasına dayalıdır. Eğer katılmayı kabul ederseniz, sizden konuyla ilgili bazı ölçekleri doldurmanız istenecektir. Lütfen soruları olması gerektiğini düşündüğünüz biçimde değil, sizin düşüncelerinizi tüm gerçekliği ile yansıtacak biçimde cevap veriniz. Samimi ve içtenlikle vereceğiniz cevaplar çalışmanın sağlığı açısından çok önemlidir.

Sizden anket üzerinde belirtilecek hiçbir kimlik belirleyici hiçbir bilgi istenmeyecektir. Cevaplarınız sadece araştırmanın amacına uygun olarak bilimsel açıdan kullanılacak ve gizli tutulacaktır.

Bu çalışmaya katılmayı kabul edebilir, reddedebilirsiniz ayrıca çalışmanın herhangi bir yerinde onayınızı çekme hakkına da sahipsiniz. Ancak formları sonuna kadar ve eksiksiz doldurmanız, bu araştırmanın geçerli olabilmesi için önem taşımaktadır.

Çalışma ile ilgili herhangi bir bilgi almak isterseniz, aşağıdaki elektronik iletişim adresinden ulaşabilirsiniz.

Araştırma Koordinatörü: Prof. Dr. Mehmet DEMİREZEN

E-posta adresi: mehmet.demirezen@ufuk.edu.tr

Araştırmacı: Öğr. Gör. Tuğçe MERMER

E-posta adresi: tugce.mermer@ufuk.edu.tr

Katılımınız ve ayırdığınız vakit için şimdiden teşekkür ederiz.

Katılımcı beyanı:

Araştırma ile ilgili yukarıdaki bilgiler bana aktarıldı. Bana yapılan tüm açıklamaları ayrıntılarıyla anlamış bulunmaktayım. Verdiğim bilgilerin bilimsel amaçlı yayınlarda kullanılmasını kabul ediyorum. Bu araştırmada 'katılımcı' olarak yer alma kararını aldım.

İsim Soyad:

İmza:

NOT: Bilgi ve kontak adresleri kısmı kesilerek sizlere verilecektir. İmza ve isim sadece çalışmaya gönüllü olarak katıldığınızı gösterir niteliktedir. Anketleriniz size verilmeden teslim alınacak ve ayrı olarak tutulacaktır.

APPENDIX F: Ethics Committee Approval

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SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL
ARAŞTIRMA VE YAYIN ETİĞİ KURULU

Sayı : 2020/14
Konu : Etik Kurul Başvuru Sonucu Hk.

15.05.2020

UFUK ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: (a) 26.02.2020 tarih ve 96064710-5014.10-E.1540 sayılı yazınız,
(b) 16.03.2020 tarih ve 96064710-5014.10-E.2509 sayılı yazınız,
(c) 19.03.2020 tarih ve 96064710-5014.10-E.2650 sayılı yazınız,
(ç) 25.03.2020 tarih ve 96064710-5014.10-E.2797 sayılı yazınız,
(d) 01.04.2020 tarih ve 96064710-5014.10-E.2939 sayılı yazınız.

İlgide belirtilen yazılarınız ile Kurulumuza gönderilen,

İngiliz Dili Eğitimi Yüksek Lisans Programı tezli yüksek lisans öğrencisi Ash GÜRBÜZ'ün,
Prof. Dr. Mehmet DEMİREZEN'in tez danışmanlığında devam ettirdiği *"The Perspectives of
Instructors and Learners about Using LI in Preparatory Schools (Hazırlık Sınıflarında Öğretim
Elemanları ve Öğrencilerin Ana Dil Kullanımına Bakış Açıları"* başlıklı tez çalışması,

İngiliz Dili Eğitimi Yüksek Lisans Programı tezli yüksek lisans öğrencisi Tuğçe MERMER'in,
Prof. Dr. Mehmet DEMİREZEN'in tez danışmanlığında devam ettirdiği *"The Perceptions of ELI
Majors on the Difficulties of Listening Comprehension (İngiliz Dili Eğitimi Öğrencilerinin
Dinleme Anlama Zorlukları Üzerine Algıları"* başlıklı tez çalışması,

Rehberlik ve Psikolojik Danışmanlık Yüksek Lisans Programı tezli yüksek lisans öğrencisi
Necip DORUK'un, Dr. Öğretim Üyesi Aslıhan ERMAN ASLANOĞLU'nun tez
danışmanlığında devam ettirdiği *"Erişir Sorumluluğu Beklentisi Düzeyleri, Aile Aidiyet Düzeyleri
ve Öğrenci Özellikleri Değişkenlerinin Öğrencilerin Akademik Başarılarını Yormada Gücü
Üzerine Bir Araştırma"* başlıklı tez çalışması,

Psikoloji Yüksek Lisans Programı tezli yüksek lisans öğrencisi Büşra Nur TEMEL'in, Dr.
Öğretim Üyesi Seda USUBÜTÜN'ün tez danışmanlığında devam ettirdiği *"Ortaöğrenim
Öğrencilerinde Siber Zorba Davranışların Anne Baba Tutumları ile İlişkisi"* başlıklı tez çalışması,

Psikoloji Yüksek Lisans Programı tezli yüksek lisans öğrencisi Ayşenur GÜRSOY'un, Doç.
Dr. Rahşan BALAMİR BEKTAS'ın tez danışmanlığında devam ettirdiği *"Ötizmli Çocukta Sahip
Annelerin Kaygı Düzeylerinin Yaşam Doyumu, Etilik Doyumu ve Algılanan Sosyal Destek
Açısından İncelenmesi"* başlıklı tez çalışması,

Psikoloji Yüksek Lisans Programı tezli yüksek lisans öğrencisi Gamze KARAKAŞ KAYA'nın,
Doç. Dr. Rahşan BALAMİR BEKTAS'ın tez danışmanlığında devam ettirdiği *"18-30 Yaş
arasındaki Bireylerde Beden İmajının, Sosyal Medya Kullanımı, Sosyal Görünüş Kaygısı ve Yeme
Tutumuna Etkisinin Çeşitli Değişkenler Açısından İncelenmesi"* başlıklı tez çalışması,

ADRES : Ufuk Üniversitesi, İncek Şehit Sırası Mahallesi Sefim Kırım Bulvarı No:129 (06434) İncek-Gölbaşı-Ankara
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Ethics Committee Approval

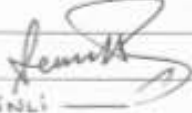
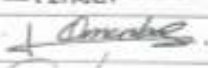
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SOSYAL VE BEŞERİ BİLİMLER BİLİMSSEL
ARAŞTIRMA VE YAYIN ETİĞİ KURULU

Karar Tarihi : 13.05.2020
Toplantı Sayısı : 2020/3
Karar Sayısı : 2020/27

İngiliz Dili Eğitimi Yüksek Lisans Programı tezli yüksek lisans öğrencisi Tuğçe MERMER'in, Prof. Dr. Mehmet DEMİREZEN'in tez danışmanlığında devam ettirdiği "The Perceptions of ELT Majors on the Difficulties of Listening Comprehension (İngiliz Dili Eğitimi Öğrencilerinin Dinleme Anlama Zorlukları Üzerine Algıları" başlıklı tez çalışmasına ilişkin başvurusu görüldü.

Yapılan incelemeler sonucunda hazırlanan tez çalışmasının, bilimsel araştırma ve yayın etiği açısından uygun olduğuna karar verildi.

ETİK KURUL ÜYELERİ	İMZA
Prof. Dr. Semih BÜKER	
Prof. Dr. Cenap ERDEMİR	— İZİNLI —
Prof. Dr. Emel ERDOĞAN BAKAR	
Prof. Dr. Orhan AYDIN	— İZİNLI —
Prof. Dr. Mehmet TOMANBAY	
Prof. Dr. Türkmen DERDİYOK	
Prof. Dr. C. Sencer İMER	— İZİNLI —

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