

Difficulties That English Teachers Encounter while Teaching Listening Comprehension and Their Attitudes towards Them

Ayah Isam Alrawashdeh¹ & Norma Nawaf Al-zayed²

¹ Northen Border University, Saudi Arabia

² Department of English, Faculty of Art and Science, Middle East University, Jordan

Correspondence: Norma Nawaf Al-zayed, Department of English, Faculty of Art and Science, Middle East University, Jordan. E-mail: dr_normaalzayed@hotmail.com

Received: September 21, 2016 Accepted: October 10, 2016 Online Published: April 27, 2017

doi: 10.5539/elt.v10n5p167

URL: <http://doi.org/10.5539/elt.v10n5p167>

Abstract

This study is aimed at investigating the difficulties that English teachers encountered while teaching listening comprehension and their attitudes towards the subject in Karak schools.

To achieve the objectives of the study, the researcher used two instruments: a teacher's questionnaire and informal interviews. In order to answer the questions of the study:

- 1) What are the difficulties that teachers encounter while teaching listening comprehension?
- 2) What are the teachers' attitudes towards English listening comprehension?

A questionnaire was designed to explore the difficulties that teachers encountered in teaching listening comprehension. Another convenience sample was used with informal interviews. It consisted of seven teachers of English and they answered three questions.

The results revealed regarding the questionnaire covered three domains. Ratios ranged between low for problems related to teacher's proficiency with a mean up to 2.81, and medium for problems related to teaching environment with mean up to 3.32 and availability of sources and teaching aids with a mean up to 3.04.

Keywords: listening comprehension, attitudes, English as a foreign Language (EFL)

1. Introduction

The English language learning is one of the ABCs of life now, and is the most important requirement, especially when it is adopted as a norm in several segmental areas as essential in dealings with other cultures and knowledge. Learning English as a foreign language has become an inevitable necessity. As a result, the English language must be learned to cope with the new revolution of education as demonstrated in e-learning area for example. Braine (1999) states, the English language has been widely used and considered as the universal language. English is very powerful that it has been used when negotiating with very prominent personalities; concerning worldwide meetings, the official language being used is English.

We are studying and teaching English where English is considered as a foreign language. Therefore, we do not have numerous individuals who speak native English, and we are not familiar with the fundamentals of English.

Teaching English as a foreign language (TEFL) has become very popular during the last century and the foundations have been set to this discipline. Teachers face different kinds of problems that make the process slow and rather weak. These problems put teachers into a dilemma in dealing with all the hardships in teaching students for the sake of their future.

Listening comprehension could be a linguistic and prime skill among the four language skills: Listening, reading, writing, and speaking. Teaching listening is thus the starting point in teaching English as a foreign language. It is one the basics for establishing good knowledge for communication. It is also the first skill that deals with child learning acquisition, so the child can begin their external relations through listening.

White (1988) illustrates that this is of interest today if one considers that listening comprehension is one fundamental half of communicative competence.

Listening comprehension has many skills that the teachers should consider to help develop that skill in their

students. The foundation of this skill is based on the accuracy in understanding, remembering, absorption and interaction. Valle (2002) also suggests that creating students' interests in learning English through the use of plays, songs, stories and real life experiences could furthermore result in greater students' success and enjoyment in studying English.

Listening skills have a wide application. Many of us may find that we use them naturally. Adequate listening is about 50 percent of counseling, and it is a useful tool with family, friends, work, and schools.

Listening skills are considered very important in raising the academic achievement level of the students so that the teachers should invest this skill and employ it in the way to becoming a very benefit for students.

The researcher wants to highlight the investigation of teacher attitudes towards listening comprehension, which is very important because it strongly influences our social thought, and teachers often engage in activities that allow us to express their attitudes. Teachers' attitudes have been reported to be the most critical factor for success within teaching language environments. Attitudes help teachers to express control values or beliefs, and to build and maintain self-esteem.

Bhallah, Jajoo, Kalantri (2002) express teaching as an art and the quality of teaching depends on the love, dedication, and devotion of the teacher towards the subject of the knowledge. The quality of any teaching program cannot rise above the quality of its teachers. A teacher is responsible for influencing a student's learning of the subject.

This research may help teachers develop the student's ability in listening comprehension and it will clarify the most popular difficulties that teachers encounter while teaching listening comprehension. I concentrate on the difficulties that encounter teachers in Karak schools.

1.1 Statement of the Problem

Teaching English is introduced as the mandatory subject in the Jordanian education system from the first through the twelfth grade. There are still some problems encountered in teaching listening comprehension.

Teaching listening by English language teachers is a crucial issue. Therefore, this study will shed light on the challenges that encounter teachers in Karak schools and examine their attitudes towards teaching this skill.

1.2 Objectives of the Study

The study aims at:

- Investigating the difficulties encountered by teachers in teaching listening comprehension in Karak schools.
- Examining the attitudes of teachers towards teaching listening comprehension.

1.3 Questions of the Study

To achieve the aforementioned objectives, the study tries to answer the following questions:

- 1). What are the difficulties that teachers encounter while teaching listening comprehension?
- 2). What are the teachers' attitudes towards teaching English listening comprehension?

1.4 Significance of the Study

The significance of the study stems from the need for this type of research. To the knowledge of the researcher, studies on teaching listening comprehension are not sufficient. On the other hand, it may help EFL teachers, and shed light on suggestions to solve some of the difficulties that encounter them when teaching listening comprehension.

2. Review of Related Literature

This chapter comprises of two sections: the first is a review of theoretical frameworks proposed by the major scholars in this field, and the second is a review of some empirical studies that have been conducted on difficulties in teaching comprehension.

2.1 Review of Theoretical Literature

2.1.1 Review of Theoretical Literature Related to Listening Comprehension

Purdy (1997) defines listening as the active and dynamic process of attending, perceiving, interpreting, remembering, and reacting to the communicated (verbal and nonverbal), needs, concerns, and data offered by other people.

Buck (1995) represents listening to further an active process involving hearing, understanding, integrating and

responding. Content information is not always clearly stated and a listener often has to determine what the speaker actually means through inference.

Backer (1971) clarifies that the following reasons why teaching listening comprehension are important:

- 1)- Listening is used more frequently than any other form of verbal communication.
- 2)- Listening is important to the development of the other skills (Reading, Writing and Speaking).
- 3)- Listening is the bedrock for developing communicative competence, improve language usage and help vocabularies.
- 4)- Pronunciation of words learned exclusively through listening.
- 5)- Successful listening helps to overcome linguistic barriers in lectures as in certain subject matter. (p. 24)

Anderson (1995) states the neglect of listening is not difficult to understand if one views it historically, where earlier schools of thought believed that the ear held precedence over the eye. Listening was the primary means of learning with the invention of printing nearly four centuries ago. It slowly gave way to reading as a medium of education. For more than three centuries thereafter the world “became increasingly print-minded, and the major method of learning was visual. For generations, thereafter, literacy has been measured in terms of reading, not listening. How in less than a quarter of a century, new mass media of oral communication have returned to the ear some of its former preeminence neither teachers nor students were prepared to meet this shift in emphasis” (p. 328)

Smidt and Hegelheimer (2010) clarify that technological materials could directly affect listening instruction in the classroom. It is imperative that they are implemented through a strategy-based approach so that listening can be enhanced. However, providing technologically advanced materials to language classrooms may not be enough to ensure that they are being used effectively; just like teachers, students may also have to be instructed on how to optimally use them in class activities.

Jones and Plass (2002) identify the use of audio materials such as cassette tapes and recordings from the internet are perhaps the most traditional technological materials used to enhance listening comprehension. One of the potential benefits that accompany technological materials is the added use of visual aids such as pictures and videos. However, the use of audio language compact disks and the advent of internet podcasts have kept the role of audio-only materials in play, when it comes to listening instruction. Having students predict outcomes and to use prior knowledge appear to be good at pre-listening activities that teachers can use to help students along with any listening task. In fact, when students do not have much schematic knowledge about a certain topic, the scaffolding of pre-listening activities using met cognitive strategies potentially becomes more important.

Graham (2006) construes an English language learner (ELLs) who reports that listening comprehension is the most difficult language skill to learn. Therefore, it seems essential to further research the listening process and to develop a better understanding about which types of strategies teachers should use to facilitate the listening comprehension.

Whitaker (2011) consequently, states, “Special and general education teachers are facing the challenge of providing services in general education classrooms that were historically provided in two different educational settings. Terms like integration, mainstreaming, and, eventually, inclusion have been used to describe this educational movement” (p. 15).

Gilman and Moody (1984) propose that the teacher should use authentic materials in implementing listening comprehension training at advanced level and with students at the beginning and intermediate levels

2.1.2 Review of Theoretical Literature related to Teachers Attitudes

Brownell (2005) states that attitude plays a key role in your ability to listen well. Unless you believe that listening is essential for your development, it will be difficult to devote the necessary energy to improving your competence. In addition, effective listening requires an attitude of openness and interest in others.

Gardner (1985) explains that attitude is an evaluative response to some referent of attitude object, inferred based on the individual's beliefs or opinions about the referent.

Rogers and Medley (1988) recommend that students have to experience the language as it is used for real communication among native speakers. This can be done using oral authentic materials in the language classroom.

Eagly and Chaiken (1993) define an attitude as a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor. Though it is sometimes common to define an attitude as

affection towards an object, affection (discrete emotions or overall arousal) is generally understood to be distinct from attitude as a measure of favorability.

Cook (2000) states that positive attitudes ease the learning process and help gain insight into the language learning and teaching process.

2.2 *Empirical Studies*

2.2.1 Review of Empirical Studies Related to Listening Comprehension

Studies related to listening comprehension were discussed by Ally (1988) and Wang (1999).

Ally (1988) conducted a study which aimed to compare two different methods of teaching comprehension. One method used songs as listening text while the other method used narrative and dialogues. The data were collected experimentally, the sample of the study was 45 first year randomly high school Spanish student divided into two groups. One group (experimental) heard the listening text in the form of song. The other group (control) listening text in form of short narrative or dialogue. Both groups took weekly tests as well as a comprehensive exam at the end of the period. In addition, both groups completed a questionnaire, which assessed their subjective reaction to the materials and procedures employed in the study. The findings of the study were mixed. Students from the experimental group performed better on the unit tests given at the end of each week lesson. There was no significant difference in the performance of the control and experimental group students on the comprehensive test given at the end of the period.

However, significant differences were found between the performances of two treatment groups scored higher on the comprehensive test than the non-treatment group. Finally, students from the control group generally had a more positive reaction to the material and procedures used in the listening comprehension instruction. However, both groups found the instruction to be beneficial to their comprehension of spoken Spanish.

2.2.2 Empirical Studies Related to Attitudes of Teachers

Studies that deal with attitudes of teachers towards listening comprehension have been discussed by Weili (2008), Kavaliauskiene and Anusiene (2009), William and Dennis (2011) and Hasan and Hoon (2012).

Weili (2008) conducted a study, which aimed to discover students' attitudes towards the listening subtest. The findings were taken from 293 second and third-year non-English majors through questionnaires showed that there are positive effects in terms of students' attitudes toward the subtest's necessity, scientific design, its subjective and objective test formats, reliability, scoring criteria and its weighting among the total score. Negative wash back effects manifest themselves in terms of students' attitudes towards the subtest's difficulties.

Kavaliauskiene and Anusiene (2009) of this paper urged learner's perceptions of online listening to podcasts. The sample of the study was from Mykolas Romeris University, Lithuania. Most of the participants (76%) revealed positive attitudes to the techniques of developing listening skills using podcasts.

William and Dennis (2011) assessed the teacher attitudes by beginning reading practices that have been demonstrated to prevent reading failure. The results of a survey of 549 kindergarteners and first grade teachers' were found. The findings indicate that for children at risk, the teachers display more positive attitudes toward explicit reading approaches that embody the teaching of phonemic awareness and phonics. The implications of these results for teacher training and future research are discussed.

Hasan and Hoon (2012) conducted a study, which aimed to investigate the ESL students' perceptions and attitudes towards the use of podcasts in terms of developing their listening competence. Perceptions and attitudes towards podcasts have been examined through a survey questionnaire. The vast majority of the respondents stated that they enjoyed using podcast and that it had stimulated their interest in learning English. They also acknowledged that the use of podcasts could help improve their language skills particularly listening.

2.3 *Summary*

Reviewing the previous theoretical literature and empirical studies related to the study. The researcher concludes that the difficulties that teachers of English encounter while teaching listening comprehension and their attitudes towards it in schools vary from one teacher to another according to the place and type of education. This is highly affected by a large number of factors and different kinds of circumstances.

The literature reviewed in this chapter has helped the researcher in developing the methodology in Chapter Three, presenting the results in Chapter Four and discussing the findings in Chapter Five.

3. Methodology and Procedures

This chapter clarifies the methodology used in this study. It also explains the population, sample, instruments, and reports their validity and reliability. Finally, it explains the design, data collection, data analysis and procedures of the study.

3.1 Method of the Study

A quantitative (quasi-experimental) method is used in collecting and analyzing data for this study.

3.2 Population and Sample of the Study

The population of the current study consisted of all teachers of English in Karak schools. A sample of 55 teachers was chosen randomly.

3.3 Instruments of the Study

Two instruments were used in this study. The first is a questionnaire; the second is informal interviews with teachers.

3.3.1 Teachers' Questionnaire

The researcher designed a questionnaire to specifically meet the needs of the current study and to also allow the researcher to collect data. The questionnaire was pretested before it was administered to the sample set. It was written in both English and Arabic, with a cover letter that explained the objectives of the research.

The questionnaire was designed to provide information needed in order to answer the first question of the study.

This section consisted of three domains related to the difficulties that teachers of English encounter while teaching listening comprehension and their attitudes towards it. The first domain titled "problems related to the proficiency of teachers (8) items were listed. The second domain was concerned with the problems related to the teaching-learning environment which is "aimed at finding the main problems that face teachers regarding the educational environment (9) related items were listed. The third domain of the questionnaire "aimed at exploring the problems related to the availability of resources and teaching aids". It contained (6) relevant statements.

The teachers had to choose according to Lickert Scale to each statement in the questionnaire, and each answer had its own score. Scoring is illustrated in Table 1.

Table 1. Scores of the teachers' questionnaire answers

| Answers | Strongly agree | Agree on | Neutral | Disagree | Strongly Disagree |
|---------|----------------|----------|---------|----------|-------------------|
| Score | 1 | 2 | 3 | 4 | 5 |

The teacher's questionnaire was measured according to the quantitative method; the measurement of the degree was categorized as high, medium, and low according to the following criteria:

- 1) - Low, if the mean of the statement is around (2.33 or less).
- 2) - Medium, If the mean of the statement is around (2.34 – 3.66).
- 3) - High, If the mean of the statement is around (3.67 or above).

3.3.2 Informal Interviews with Teachers

The researcher used this instrument because it is considered one of the most important techniques in collecting qualitative data. To illustrate, a major advantage of the interview is that the researcher can get more information that the questionnaire may not provide.

The researcher conducted the interviews herself by making appointments with the interviewees. The interviews were recorded and transcribed. All the appointments sat in advance and conducted in the same centers. The researcher introduces herself and explains the purpose of the interview in order to alleviate the tension of the participants and gain their trust. Moreover, this type of interview gave the researcher the chance to ask further questions to observe the interviewees' expressions and feelings while answering the questions, as they gave instant answers rather than think of what the researcher wanted to hear. (Bell, 2003).

The researcher started interviewing seven teachers informally by asking them "open- ended questions".

- 1). What is your opinion about teaching listening comprehension in the academic stage that you are teaching it?

2). What are the factors that make you enjoy while teaching listening comprehension?

3). What are the suggested solutions to help your students become good listeners and to overcome the negative attitudes?

After each interviewing session, the researcher transcribed the interview in order to analyze it. Such instrument gave the researcher a clear idea of the validity of results obtained through the questionnaire.

3.4 Data Collection and Statistical Analysis

The researcher collected the data by means of the questionnaire and interviews, analyzed data in terms of frequencies and percentages, and then displayed them in tables as follows:

- The researcher entered responses to questions by using *Excel sheets*.
- Results were illustrated in tables as each table described a certain topic with a title, numbers and description of the higher and lower rates.
- Descriptive statistical analysis was presented in term of frequencies and percentages.

4. The Result of the Study

This chapter presents and discusses the analysis and results, which investigates the difficulties that English teachers encounter in teaching listening comprehension, and then by examining the teachers' attitudes towards teaching listening comprehension.

The study questions and their results are presented in two ways: The first question is depicted in tabular form and calculated in percentages, while the second question is presented as an analysis of informal interviews with teachers.

4.1 Data Analysis Related to Question One

The First Question of this Study is:

“What are the difficulties that teachers encounter while teaching listening comprehension?”

The answer to this question investigated by three domains:

- 1) Problems related to the proficiency of teachers.
- 2) Problems teachers are facing regarding the educational environment.
- 3) The problems related to availability of resources and teaching aids.

Results of this question are retrieved by means of questionnaire and the semi-structured interviews.

The Questionnaire

The respondents were asked to choose among choices, which indicate their degree of agreement or disagreement with the given statements.

Table 2 below shows the percentages of the viability about the most important ratios for the first domain related to “problems related to teachers' proficiency”.

Table 2. Problems related to teachers proficiency (Averages and Standard Deviations)

| NO | Statements | Mean | The standard deviation | Level |
|----|----------------------------------------------------------------------------------------------------------------|------|------------------------|--------|
| 1 | Taking any training course in listening is not important. | 4.18 | 1.11 | High |
| 2 | Watching listening comprehension courses from the internet will not add anything to my experience in teaching. | 3.10 | 1.30 | Medium |
| 3 | Teachers are not motivated in teaching listening comprehension. | 2.87 | .96 | Medium |
| 4 | Methods of teaching listening comprehension are too difficult | 2.71 | .975 | Medium |
| 5 | My experience in teaching listening comprehension is not enough. | 2.67 | 1.23 | Medium |
| 6 | Problems are relating to listening comprehension difficult to | 2.67 | 1.24803 | Medium |

| | | | | |
|---|-----------------------------------------------------------------------------------------|-------------|-------------|--------|
| | solve. | | | |
| 7 | Teaching listening comprehension does not require special knowledge or effort. | 2.18 | 1.25 | Low |
| 8 | Methods and strategies relating to listening comprehension are essential and necessary. | 2.1 | .911 | Low |
| | Overall mean | 2.81 | .516 | Medium |

The results in Table 2 above show that the means ranged between (2.1 - 4.18). Results indicate that the medium ranges are stated as “watching listening comprehension courses from the internet will not add anything to my experience in teaching”, “Teachers are not motivated in teaching listening comprehension”, “Methods of teaching listening comprehension are too difficult”, “My experience in teaching listening comprehension is not enough”, and “Problems relating to listening comprehension difficult to solve”, with the means range between (3.10-2.67).

As for the feedback from the teachers themselves, results indicate that the descending order of the problems according to their relative importance from the viewpoint of the sample as follows: Methods and strategies relating to listening comprehension are essential and necessary. Teachers are not motivated in teaching listening comprehension, problems relating to listening comprehension are difficult to solve, methods of teaching listening comprehension are too difficult, and experience in teaching listening comprehension is not enough and teaching listening comprehension does not require special knowledge.

Table 3 below shows the most important ratios closely related to the second domains of analysis problems that face teachers regarding the educational environment.

Table 3. Problems related to teaching environment (Averages and Standard Deviations)

| NO | Statements | Mean | The standard deviation | Level |
|----|---------------------------------------------------------------------------------|-------------|------------------------|--------|
| 1 | Electricity supplies are not available | 4.25 | .95 | High |
| 2 | There are not well-equipped rooms to teach listening skill at School. | 4.20 | 1.04 | High |
| 3 | The classroom is uncomfortable and disturbing. | 3.96 | 1.20 | High |
| 4 | The classroom is unprepared to teach listening skills. | 3.83 | .98 | High |
| 5 | Distractions (Visual & auditory) are not minimized. | 3.42 | 1.32 | Medium |
| 6 | Other skills of the language are more important than listening comprehension. | 2.95 | 1.54 | Medium |
| 7 | Using media (TV, Radio ...ect.)Is not useful in teaching listening | 2.82 | 1.25 | Medium |
| 8 | Integrating technology into my teaching is not significant for listening skill. | 2.51 | 1.15 | Medium |
| 9 | The number of students in classes is suitable. | 1.91 | 1.01 | Low |
| | Overall mean | 3.32 | 0.59 | Medium |

It can be noticed from Table 3, which is related to “Teaching learning environment”. The highest rank was for “Electricity supplies are not available”; the results indicate the lowest level was for “The number of students in classes is suitable”, with a mean of (1.91) and standard deviation of (1.01).

As for the feedback from the teachers, the results indicate that the descending orders of the problems areas follows: The classroom is uncomfortable and disturbing; the classroom is unprepared to teach listening skills. In addition, there are not well-equipped rooms to teach listening skill at school, distractions (Visual & auditory) are not minimized, electricity supplies are not available, the number of students in classes is not suitable, integrating

technology into my teaching is not significant for listening skill and other skills of the language are more important than listening comprehension.

Table 4 displays the results that are related to the last domain about the problems related to the availability of “resources and teaching aids”.

Table 4. “Problems related to availability of resources and teaching aids” (Averages and Standard Deviations)

| NO | Statements | Mean | The deviation | standard | Level |
|----|-------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------|----------|--------|
| 1 | Teacher’s book is invaluable in providing methods of teaching listening comprehension. | 3.64 | 1.27 | | Medium |
| 2 | Textbooks and teacher’s books do not provide or least suggest a framework of activities which are integrated with listening comprehension | 3.24 | 1.43 | | Medium |
| 3 | Textbooks and teacher’s book do not have guides for teachers throughout their teaching listening comprehension. | 2.99 | 1.35 | | Medium |
| 4 | Lack of tools (such as CDs, cassata...etc.) that are used to activate listening skill. | 2.95 | 1.16 | | Medium |
| 5 | Authentic listening materials input are not available. | 2.89 | 1.15 | | Medium |
| 6 | Textbooks material do not provide enough listening exercises | 2.53 | 0.99 | | Medium |
| | Overall mean | 3.04 | 0.95 | | Medium |

Table 4 above shows all the items was taken medium levels:” with overall mean is (3.04) and overall standard deviation (0.95).

With respect the input from the teachers, the descending orders for the problems are as follows: Authentic listening materials input may not available, lack of tools (such as CDs, cassettes ...etc.) that are used as an active listening skill. A teacher’s book is invaluable in providing methods of teaching listening comprehension, textbook materials do not provide enough listening exercises, teacher’s books do not provide or at least suggest a framework of activities which are integrated with listening comprehension, textbooks, and teacher’s book do not have guides for teachers throughout their teaching listening comprehension.

4.1.1 The Answer to the First Question

Previous tables indicate that there are many problems faced by English language teachers in teaching listening comprehension, such as the lack of training courses and strategies in teaching listening skill for teachers.

Results retrieved from the questionnaire proved the availability of several problems related to teachers’ proficiency educational environment and recourses and teaching aids. The most significant problems are the lack of proficiency, and the need for more training courses. Additionally, other problems related to the educational environment, the most significant problems are also the large number of the students’ in class, the high sound distractions, the lack of rich libraries, resources, teaching aids, supporting material and audio-visual teaching facilities such as English labs.

Teachers need to update the teaching methods and try to make listening comprehension lessons livelier so that students would enjoy listening comprehension lessons. In addition, they should try teaching differently by using visual and aural aids such as charts, pictures, flash cards, television, radio, slides, filmstrips and any other useful aids for a more effective teaching process.

Finally, teaching should divide the lesson in a way that gives enough time for each skill during the week.

4.2 Data Analysis Related to Question Two

Informal Interview

To measure the results for the second question of the study “What are the teachers’ attitudes towards teaching listening comprehension?” The researcher made interviews with seven teachers and asked them three questions.

- 1) What is your opinion about teaching listening comprehension in the academic stage that you are teaching it?
- 2) What are the factors that make you enjoy while teaching listening comprehension?
- 3) What are the suggested solutions to help your students become good listeners and overcome the negative attitudes?

The researcher selected the teacher’s sample to cover different academic stages: kindergarten, primary, secondary, 11th and 12th grades.

Four female teachers and three male teachers were chosen from five public schools and one private school: 1) Ghuwair Secondary School for Boys 2) Karak Primary School for Girls 3) Jaafari Secondary Vocational School for Girls 4) AlMashhad School and Kindergarten 5) Ay Secondary School for Boys.

They hold BA and MA degrees in English Language and Literature and Applied Linguistics. Their age ranged between (25-40 years).

4.2.1 The Answer to the Second Question

The analysis of the interviews results shows that four teachers have negative attitudes towards teaching listening comprehension, because there are several obstacles such as the lack of teacher’s motivation, the academic level of the students, the number of students in class, the lack of authentic materials, and how there are not any methods of teaching listening comprehension to follow.

Teachers need to take a non-punitive approach and structure lessons that are varied, vivid and interesting. Teachers need to select a wide range of materials to increase listening content besides using textbooks.

This chapter presents a conclusion and a short discussion of findings of two research questions. It represents the results with light of reviewed literature. The chapter also ends with recommendations for future research.

5. Discussion, Conclusion and Recommendation

This chapter presents a conclusion and short discussion of findings of two research questions. It represents the results with the light of reviewed literature. The chapter also ends with recommendations for future research.

5.1 Discussion of the Findings of Question One

-What are the difficulties that teachers of English encountered while teaching listening comprehension?

In the light of findings of the study, results show that there are real problems encountering listening comprehension at both public and private schools in Karak. Statistical data and analyzing point of view indicate that there are significant differences in the responses of teachers with regard to the problems that encounter teaching listening comprehension.

Results related to the first domain of the questionnaire which is concerned with the” teachers’ proficiency “prove that the majority of the respondents agree that they need more training courses on teaching listening comprehension, not providing the teachers with sufficient and newly adapted training courses may allow them to stick to old teaching methods that lead negatively to weakness of students.

Results selected to the second domain of the questionnaire, which is concerned with “educational environment” prove that the majority of the respondents agree that many of Al-Karak schools have electricity problems, which limit the teachers to use the needed tools (Cassette, Vide, tape ... etc). In addition, there are not well-equipped rooms or laboratories in schools specially designed for applying listening comprehension exercises. The results agree with Thanajaro (2000) said that special and general education teachers are facing the challenge of providing services in general classrooms.

In addition, results related to last domain of the questionnaire which is concerned with “availability of the resources and teaching aids” prove that the majority of the respondents agree that teachers’ book and text- books with accessories are not invaluable in providing methods of teaching listening comprehension or suggest a framework of activities which are integrated with listening comprehension. These results agree with Wang (1999) and Jones (2008) who stated that a student was motivated to increase listening comprehension their ability in listening comprehension as a result of the new listening activities.

Finally, results related to multimedia such as (TV, Internet, Radio and Technology in general) in teaching listening comprehension have positive affection for teachers when teaching listening comprehension. These results agree with Brown (1994) who explained that the listening material may be provided by teacher's speech or by films, recording, radio or television. The material should be so related to classroom activities that listening will be meaningful and enjoyable.

5.2 Discussion of the Findings of Question Two

-What are the teachers' attitudes towards teaching listening comprehension?

As for the second research question which seeks the teachers' attitudes towards teaching listening comprehension. Results show that there are many factors that have an effect on teachers' attitudes towards listening comprehension:

Firstly, the diversity of using methods of teaching, tools such as (cassettes, videos tapes and pictures) are authentic materials in teaching listening comprehension. Whenever there are various teaching methods and tools, the teachers desire to teach listening comprehension increase. The usage of oral and visual authentic text in the second language listening class becomes effective in ESL students' ability to become more interactive with the native accents related to authentic materials.

Secondly, trying new things in the classroom in order to make classroom activities that are related to listening comprehension are more interesting for the students. These encourage students to learn the English language through listening comprehension. This affects the teacher's motivation towards teaching listening skills in a positive way.

Highly skillful, creative and delightful are qualities a good teacher needs to teach listening comprehension. The teacher must be innovative and use a variety of methods to introduce listening comprehension in a very interesting way. When the teachers is passionate about teaching listening comprehension in a positive manner, it has a highly positive effect on the students' achievements in learning the English language. This agrees with William and Dennis (2011) that state that a teachers' personality in attitudinal sense has a great impact on student's achievements.

In the interviews, English language teachers believe that listening comprehension is a very important skill in teaching and learning the English language. Teacher's qualifications, teaching experience, attended training courses in teaching strategies and methodology related to listening comprehension are very important traits. They believe that they can be successful as any other English language teacher regardless of the problems that they encounter in teaching listening skill. If they keep in touch with the latest ideas and courses related to their teaching profession, read more about English, pursue higher education, this would make them as efficient as native English language teachers and may be better.

5.3 Conclusion

It was proven that there are many problems in teaching listening comprehension in schools.

First, problems related to the proficiency of teachers. Teachers need more training courses that indicate their lack of experience. The concentration on teaching other skills leads to deviation from the main goal of teaching listening comprehension. Second, problems that face teachers regarding the educational environment and the availability of resources and teaching aids are connected to the high number of students' in class and the lack of rich libraries, resources, teaching aids, supporting materials and audio-visual teaching facilities such as English lab.

5.4 Recommendations and Suggestions for Future Research

Based on the results of this study, the researcher proposes a number of points that need to be taken into consideration by other researchers:

Conducting more studies that are interested in developing the curricula of teaching English, bearing in mind the standards and conceptions that the study has reached when preparing these curricula and concerning listening comprehension. The Ministry of Education should provide training courses to pre-service teachers. Conducting also further research on the best methods used in teaching listening comprehension and designing textbooks that focuses on all language skills such as listening, speaking, writing and reading. As well as there should be special rooms at schools that are equipped well and designed for listening classes and they should be free of sound destructions.

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