Perspectives of EFL Students in Listening

Rafael R. Arias H.

Guide: Maria Rossana Ramirez Avila

Modality: Descriptive Study

Presented as Partial Fulfillment for the Degree of Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en la Enseñanza de Inglés. CES: RPC-SE-19-N˚.140-2020. Cohort 2020 - 2022. Author's email: rafael.arias@casagrande.edu.ec   Guayaquil, June 20th, 2022.

Proyectos de Investigación

Certifico que RAFAEL RICARDO ARIAS HUERTAS ha cumplido satisfactoriamente su investigación acción como pre-requisito de graduación de Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en la Enseñanza de Inglés. La investigación es parte del proyecto Perspective of EFL Students in Listening cuyo objetivo general es determinar las dificultades que los estudiantes tienen en la comprensión auditiva de material en inglés a través de la aplicación de la aplicación de una encueta.

El proyecto se implementa en varios contextos y niveles de eficiencia en inglés diferentes. En este proyecto, cada participante aplica la encuesta en su contexto educativo. Las secciones de introducción, literatura y metodología (instrumentos y análisis de datos) son las mismas.

Particular que comunico para los fines consiguientes.

María Rossana Ramírez Ávila
Coordinadora

Abstract

The following research was aimed to describe the perspectives of EFL students in Listening. The type of research that was applied was a descriptive one. The instrument utilized to collect information for the research was a digital survey. It was carried out to high school students in an age range from 13 to 14 years old. Results showed that students have many difficulties when listening to long and complex recordings. Additionally, students mentioned they understand better when they use strategies such us listening to authentic materials, they are interested in. Besides, students use varied resources to improve their listening skills such as listening to music and watching movies using digital platforms. Finally, this research would be supportive for students and teachers who are working in favor of EFL formation as they would feel identified and maybe design some innovations or strategies to help students with this important and difficult skill.

Key words: Perspectives, listening, EFL.

Resumen

La siguiente investigación tuvo como objetivo describir las perspectivas de los estudiantes de inglés como lengua extranjera en la comprensión auditiva. El tipo de investigación que se aplicó fue de tipo descriptivo. El instrumento utilizado para recolectar información para la investigación fue una encuesta digital. Se llevó a cabo a estudiantes de secundaria en un rango de edad de 13 a 14 años. Los resultados mostraron que los estudiantes tienen muchas dificultades para escuchar grabaciones largas y complejas. Además, mencionaron que entienden mejor el uso de algunas estrategias, como escuchar materiales auténticos que les interesan. Además, los estudiantes usan algunos recursos para mejorar sus habilidades auditivas, como escuchar música y ver películas usando plataformas digitales. Finalmente, la siguiente investigación sería de apoyo para los estudiantes y docentes que están trabajando a favor de la formación de EFL, para que se sientan identificados y quizás diseñen algunas innovaciones o estrategias para ayudar a los estudiantes con esta importante pero difícil habilidad.

Palabras clave: Perspectivas, destreza auditiva, inglés como idioma extranjero.

Perspectives of EFL Students in Listening

Listening skills are essential in learning a new language. Tran et al. (2020) stated that listening skills are a key factor to correctly communicate with more people. However, it has become one of the most difficult skill to develop because students are confronted with the speed of information conveyed by the speaker, a poor range of vocabulary, and listeners can hardly recognize key signals in spoken language (Underwood as cited in Tran et al., 2020).

Anderson (1995) and Goh (2005) stated that the problems in the listening skill are because of a failure in the process of perception, parsing, and utilization. In this sense, Malyshkevych (2017) established the importance of those processes due to the influence they have on the reconstruction of unclear speech sounds that are found in real-life context. Hence, the overall proficiency in English goes along with the students' ability to use existing knowledge of the language which can be improved through special training.

Some similar problems were evidenced at the institution where the research work took place. One problem is that students seem to find it very difficult to understand what others say. Another problem is that English is seen as a subject that they have to pass or approve and not as a necessity. That is why, a lack of interest in learning English should be included in challenges and difficulties for listening skills.

There have been many research works that were conducted as descriptive studies about listening. For instance, one of those research works is a doctoral dissertation by Otte (2006), which main aim was to examine the outcomes of aural authentic texts on the listening comprehension of adult English-as-a-second language students and identify the strategies advanced students used with authentic texts such as listening for the main

idea, predicting, inferencing and summarizing. The results clearly showed that the use of aural authentic material increased three main aspects: students' level of comfort, listening comprehension ability, and motivation to listen to authentic language out of a classroom setting.

Another paper that was found as part of similar studies was the one from Karagöz et al. (2017) which found out that students were more willing to listen to the topics that attract them, so that listening is a mental activity towards purpose. This author also mentioned that listening comprehension skills can be improved by teachers' assistance and the use of appropriate learning materials and activities. If students do not receive this support, they will find it difficult to comprehend when speakers use varied and unfamiliar accents, as well as the meanings of words which are not pronounced clearly and they will not remember words or phrases they have just heard (Karagöz, 2017; Öztürk, 2018; Pourfarhad, 2012; Ulum, 2015) just to mention a few.

Even though there are some published descriptive studies on listening comprehension conducted in other countries and some of them in Ecuador, none of them focuses on the perspectives of EFL students in listening. That is why it is fundamental to understand what perception Ecuadorian learners have on developing this skill due to the importance of listening comprehension in academic contexts as well as daily life.

This research work was held at a high school in Ambato-Ecuador. This institution is part of private secondary education, and it is located in Izamba in the north of Ambato. There are sixty students (34 females and 26 males) who belong to the ninth grade. They are teens and their ages range from 13 to 14 years old. Their level of proficiency in the target language is B1.

Literature Review

Listening Components

Nurhayani (2019) mentioned that listening is the ability to recognize and understand what others are saying. This process involves the listener's understanding of a speaker's accents or pronunciations, the speaker's grammar and vocabulary, and comprehension of the meaning of what the speaker says. Listening is a skill that is developed in the lessons, so listeners should be able to do these things at the same time.

According to Widayat (2014), some components of listening skills are: discriminating between sound, recognizing words, identifying stressed words and grouping of words and identifying functions in conversations. Also, as mentioned by Salsabila (2020) connecting linguistic cues to paralinguistic cues (intonation and stress) and to nonlinguistic cues (gestures and relevant object in the situation) help create understanding by the use of background knowledge and context to predict and then to convey meaning. Additionally, these components include remembering important words, topics, and ideas, giving appropriate feedback to the speaker and reformulate what the speaker has said. Moreover, Babayiğit & Shapiro (2020) claimed that the "components of listening comprehension require lexical and syntactic processing of rapidly changing of spoken language" (p. 4).

Listening Skills

Learning a new language is successful when people learn how to communicate using the target language. On the other hand, teaching a language is totally different those listening skills should be taught before reading, writing, and speaking. Likewise, Syafii et al. (2020) explained that this skill involves several competencies such as the

linguistic and non-linguistic competences; the former includes vocabulary, grammar, and pronunciation while the latter the situational context and the speaker's intentions.

Yurko and Styfanyshyn (2020) suggested that the importance of listening in learning a language is undeniable, as it reveals to be the most frequently used language skill. Additionally, they explain the principal benefits of an effective listening as follows: "Successful communication, greater productivity, comfort in a foreign environment, awareness of intensive and extensive listening, and familiarity with accents and dialects" (p. 8).

The key of listening skills enhancement is to involve learners overcoming the barriers when listening, implementing the acknowledged listening strategies, and becoming an active listener. Mustofa & Sari (2020, as cited in Ghoneim, 2013) explained that listening is often referred as the most important receptive language skill and listening in L2 can be highlighted as active skill when the listeners are given the target to succeed with complicated tasks, for instance interpreting stress and intonation, and distinguishing phonemes.

Hidrovo (2021) claimed that some listening skills which must be overpowered are: perception skill that refers to the perception people have about a language which includes intonation, pronunciation, and other language characteristics. Analysis skill which is based on how people get the main ideas or messages the speaker wants to convey, and synthesis skill that is the way people make the relation between what they perceive and what they hear in their brains. The listener will be able to make inferences with the relation they made between language and concepts they can understand.

Different Sources of Input for Listening

Bozorgian (2012) pointed out that the ability to listen is the fundamental motivator for beginning first, second, and foreign language learning, as well as the medium of communication used to keep the long and often laborious learning process going. Therefore, not having the correct listening input, it is more likely for individuals not to accomplish long term goals**.** In this sense, Ždímalová et al. (2015) mentioned that teachers should expose their learners to different choices of resources such as: 1. Listening to audio recordings (on computer) from the course textbook or supplementary textbooks. 2. Listening to songs with a focus on their lyrics. 3. Listening to authentic recordings of native speakers (i.e. from YouTube, Spotify, Netflix, and podcasts, among others). 4. Listening while viewing the course DVD/video. 5. Listening to the teacher reading a text; and, 6. Listening while viewing a foreign language TV channel.

On the other hand, some of the aforementioned materials are not created specifically to be used in the classroom and they cannot be used at all levels either. However, they make excellent learning tools for students precisely because they are authentic, especially audio and video resources are the best examples because the variety of speakers and listening material can be a positive challenge to improve students listening skills. There are naturally a lot of different accents and ways of any language speaking. Thus, some speakers do not speak clearly and may be more difficult to understand than others. It is not very useful to habitually keep listening to conversations on the same topics only. Learners should listen to different topics that they are not familiar with as well because it is a good way to become a fluent language listener (Djabborova, 2020).

Teaching Listening

Interest in strategy use and strategy teaching instruction derives from research over the years into ways of facilitating language learning (O'Malley & Chamot, 1990; Oxford, 1990; Rubin, 1975; Wenden & Rubin, 1987 as cited in Schmitt, 2013). Schmitt (2013) argued that the contact between theory and application is found in Mendelsohn's strategy-based approach which is called a 'diagnostic approach', "in which a listening lesson would involve pre-listening, listening and then an extended post-listening session" (p. 190). As a result, small micro-listening tasks could be used to analyze and correct deficiencies in the learners' listening skills. According to Sah and Shah (2020), teachers have to identify pupils' strengths and weaknesses in teaching listening comprehension and thus improve themselves for better and effective lessons. For instance, by learning that most teachers identify vocabulary as the challenge in listening, teachers could conduct lesson plans that could help students to improve their vocabulary.

Isanova and Ravshanova (2020) mentioned that students develop listening skills by completing thoughtful assignments, so teachers give tasks, such as: find information about listening to something specific in an article; retell the general content of what it was said from an audio, find confirmation from a listening exercise or write a summary based on any recording material. Recordings that come from magazines, television, news are used not only as a means of obtaining information, but also as a linguistic object. This fulfills the task of giving meaningful content which is the context where language teachers work on.

Schmitt (2013) concluded that teaching listening processes is tough, and listening comprehension in a second or foreign language is even more difficult. For that reason, most teachers decide not to teach listening at all or attempt to do it but unsuccessfully. Teaching the listening skill has made a huge progress in the past years,

and how teachers should teach it by using different approaches and strategies. Undoubtedly, nowadays teachers do no only acknowledge the importance of approaches to L2 listening instruction, but also to balance practice-focused listening skills and applying strategies that will help them understand the target language better. Furthermore, Shamsitdinova (2021) outlined in detailed all potential obstacles to effective instruction of speech by ear, such as an objectively complex text; noise that makes it difficult to hear; special characteristics of the speaker and so on. There is likely to have one recipe to develop learners' skills which is to provide them with many opportunities to listen to different materials, get them used to different accents, pace of speech and noise.

Research Methodology

This research work was set up with a mixed approach that are qualitative and quantitative. According to Timans et al. (2019), a mixed approach combines qualitative and quantitative data collection and the analysis of information. In this way, it will be quantitative because the aim is established to collect data and information that will end up with a statistical analysis. On the other hand, it will be qualitative because it will gather descriptive data about students' perspectives on listening.

A descriptive study will be conducted because the goal of descriptive research is to describe a phenomenon and its characteristics. Therefore, a survey is often used to gather data. This sort of research is more comprehensive and frequently entails a large collection of data from a variety of sources in order to acquire a better knowledge, opinions, perspectives and attitudes of individual participants (Gall et al., as cited in Nassaji, 2015).

Research questions:

1. What are the most difficult sources when listening?

2. What strategies do students use when listening for comprehension?

3. What activities have students been exposed to improve listening comprehension?

Participants

The participants for this study were students from ninth grade of NN School, ages ranging from thirteen to fourteen. There were a total of 60 students, thirty-four women and twenty-six men. They all belong to a high socio-economic status. One student with visual impairment participated with differentiated instructions to make an inclusive research. The researcher selected this population due to the homogeneity features of the students, who have worked in the English class for two continuous academic periods with the same teacher and they are at the same level.

Instruments

A survey was the instrument used and applied to all 60 students. Therefore, it was set up to identify three main points; what the most difficult sources were when listening, what strategies students/teachers use when listening for comprehension and what activities students/teachers have been exposed to improve listening comprehension.

The questionnaire contained 25 Likert scale items with 5 options represented by 1. completely, 2. a lot, 3. partially, 4. a little bit , 5. nothing. Furthermore, three open-ended questions were included to gather information related to the listening skill. According to Casas et al. (2003), a survey uses a set of standardized questions where data is gathered and analyzed from a representative sample of population, or a large universe. It also helps researchers to explore, describe, predict, and explain a series of features. Thus, this instrument is a technique that is used to collect and interpret data which allows having descriptive answers from a certain group of people of the

research work. Finally, the survey was validated through the coefficient Cronbach's Alpha. All this process helped the researchers to obtain relevant information regarding the listening skill.

Data Analysis

Collected data was analyzed and inserted in the statistical program SPSS to get the survey's results and the means of each question. Then results were grouped according to the type of question and the literature review.

Ethical Considerations

For academic purposes what this descriptive study needs are the consent of all the participants as well as the authorization from the institution's authorities. According to this, M. Vicars et al (2015) claimed that participants should be safe all the time and it is necessary not to expose them to too much stress. Bouma,and Ling (2004) said that in order to avoid research problems it is compulsory to take into consideration that correct planning and ethical standards are a requirement to carry on with the research. That is why these considerations were taken into consideration before applying the survey.

M. Vicars et al (2015) also mentioned that it is important as a very first step to making participants feel secure and familiar with the language. As not all students speak English fluently all the questions were written in both languages English and Spanish. It is also important to mention that all participants were part of this research as volunteers and with no penalties or punishments in case they did not want to participate.

Results

This section presents in first instance the value of Cronbach's alpha to check the reliability of the survey and the results of the data obtained from the survey to answer the research questions.

The statistics Cronbach's alpha helped us to measure the internal consistency and reliability of the survey items. It was analyzed through the SPSS statistics tool.

Table 1: Cronbach's alpha value

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.981	.981	25

The alpha coefficient for the 25 items is .981, suggesting that the items have relatively high internal consistency.

The first questions of the survey was about the listening comprehension that students have when listening to the teacher, a classmate, a foreigner. According to the results, they moderately understand all three people in almost the same range. The teacher (mean=2.48), a classmate (mean=2.46) and a foreign (mean=2.68). It means that they do not understand a lot when they listen to any person speaking in English. However, they have some other problems when listening. Firstly, most of the students said they understand a little bit long complex audios, and the first time they listen with a mean of 3.42 and 3.15 respectively but they repeat the recording partially more than once to understand it with a mean = 2.65. On the other hand, students understand a lot when they are interested in the topic they are about to listen to with a mean of 4.10. Additionally, they also mentioned they understand a lot when the speaker speaks slowly with a mean of 4.28. Nevertheless, they said they understand a little bit of American English rather than British with a mean of 3.60 and 2.81 respectively. It may be because they were taught English with an American accent since they were children.

Finally, Table 1 shows the results where some codes were used to organize information, i.e. 5. Completely, 4. A lot, 3. A little bit, 2. Partially, 1. Nothing.

Table 1.

Difficult sources when listening

Items	Mean
When I listen to my teacher, I understand	2.48
When I listen to a classmate, I understand	2.46
When I listen to a foreigner, I understand	2.68
I can understand a long, complex audio	3.42
I understand a recording completely at first listening.	3.15
I have to repeat a recording more than twice to understand it.	2.65
I understand some single phrases or words when I listen to something.	4.39
I understand better when I listen to some topics that I am interested in.	4.10
I understand better when I listen to some topics that I have some prior information.	4.08
I understand better when I listen to speakers who use American accent.	3.60
I understand better when I listen to speakers who use British accent.	2.81
I can use my own words to summarize what the speaker said in an audio recording.	3.63
I understand if a speaker speaks slowly.	4.28
I think I understand speakers of English in a certain percentage because my vocabulary knowledge is not enough.	3.41
I think I understand speakers of English in a certain percentage because my knowledge of the topics is not enough.	3.12

Research question number two: What strategies do students use when listening
for comprehension? According to the survey's results, students often use the strategy of
listening to songs with a focus on their lyrics meaning a mean of 4.22. It means that
students are engaged with authentic material. Moreover, students said that they
sometimes enjoy listening to authentic recordings of native speakers from YouTube
with a mean of 3.98. However, most of them sometimes listen to the recording while
they read the transcript of the audio from DVD/video with a mean of 3.08.

Conclusively, table 2 shows the results where some codes were used in order to organize information, i.e. 5. Always, 4. Often, 3. Sometimes, 2. Hardly ever, 1. Never.

Table 2.

Strategies when listening

Items	Mean
I listen to some recordings from the course textbook.	4.05
I listen to some recordings in computer from supplementary books.	3.35
I listen to songs with a focus on their lyrics meaning.	4.22
I listen to authentic recordings of native speakers (from YouTube).	3.98
I listen to authentic recordings (podcasts) of native speakers (from Spotify).	3.62
I listen to authentic recordings of native speakers (from podcasts, series, movies).	3.48
I listen to a recording while I read the transcript of the audio from DVD/video.	3.08

Research question number three: What activities have students been exposed to improve listening comprehension? According to the results, most of them were exposed to fill in the blanks with information after listening to audio with a mean of 3.95. Also, talking to a classmate and comparing answers to check listening comprehension was a popular activity they were exposed to with a mean of 3.64. However, summarizing information students listened to is one activity they do not practice frequently with their teachers with a mean of 3.40. It may happen because students need to listen to the recording many times to understand the recording.

Lastly, Table 2 shows the results where some codes were used in order to organize information, i.e. 5. Always, 4. Often, 3. Sometimes, 2. Hardly ever, 1. Never.

Table 3.

Activities to improve listening comprehension

Items	Mean
I fill in blanks with information after listening to an audio.	3.95
I talk to my classmate and compare answers to check the listening comprehension activity.	3.64
I record my voice with different activities during classes.	3.52
My teacher provides us with the transcripts of the listening activities we listen to in classes.	3.48
My teacher requests us to orally summarize information whenever we have any listening activity.	3.40

To strengthen the survey, some open-ended questions were used to have different points of view. According to students' perspectives on listening, most of them agree that the best way to learn to develop listening skills is by listening to music (31) and talking to others (21). However, few students stated that the best way to develop their listening skills is by playing video games (5) and watching television (3). Besides just (4) students mentioned they use documentaries as a resource to improve their listening skills. Additionally, some students (28) said that the best resources to develop listening skills are apps and computer programs. Finally, half of students (30) think that the best strategy to improve their listening skills is using platforms such as Spotify and YouTube.

Table 4.

Open-ended questions

Question	Answers	Total
	Listening to music	31

1.- What ways do you think you learn to develop your listening skill the best?	Talking to others	21
	Playing videogames	5
	Watching TV	3
	Total	60
2.- What sort of resources (e.g. technological, native speakers, recordings, radio programs, etc.) do you use to learn to develop your listening skill?	Apps and computer programs that help developing listening skills.	28
	Music and tv programs to improve listening skills based on their likes.	21
	Talking and listening to native speakers.	11
	Total	60
3.- What sort of strategies (e.g. listening for gist, do not translate things into L1, repeat a recording a certain number of times,	Spotify and YouTube platforms	30
	Movies and TV shows	20
	Videos games platforms	6

etc.) do you use to learn to develop your listening skill or any other you use?	Documentaries	4
	Total	60

Discussion

This is aimed to analyze and discuss students' perspectives in listening. The results will be compared to the literature review:

Qustion1: *What are the most difficult sources when listening?* According to Sah and Shah (2020), teachers must identify pupils' strengths and weaknesses. Results clearly showed that students do not understand to any person speaking in English, and they find it difficult to identify what they say. They need to listen to them more than once because they need more vocabulary and grammatical structures to understand them. Syafii et al. (2020) stated students need some linguistic and nonlinguistic competencies. Finally, the results described students have problems with British English, and it may be because they got accustomed to listening to just American people and recordings. Djabborova, (2020) stated that to be a fluent listener, people should listen to recordings with different topics, and it includes accents.

Question 2: *What strategies do students use when listening for comprehension?* Collected data says that students' strategies are listening to authentic materials such as songs focusing on their meanings. Ždímalová et al. (2015) stated that teachers should expose students to listening using strategies such as listening to authentic recordings. Additionally, results showed that students also listen to some recordings from their texts, Djabborova, (2020) stated.

Finally, it is important to mention that the strategy they use the most is listening to authentic recordings, and they do it because they like and enjoy doing that so it demonstrates that when students appreciate what they do, they learn more quickly. Sah and Shah (2020) confirmed that teachers should identify students' strengths and weaknesses and using strategies they enjoy practicing is a powerful teaching skill.

Question 3: *What activities have students been exposed to improve listening comprehension?* Isanova and Ravshanova (2020) mentioned that students develop listening skills by completing thoughtful assignments. This aligns to the results of this study which showed that most of the participants are exposed to fill-in-the-blanks activities with information after listening to audio. Also talking to a classmate and comparing answers is one of the most popular activities students are exposed to improve listening comprehension. They are complemented with tasks, such as: finding information about listening to something specific in an article; retelling the general content of what it was said from audio, finding confirmation from a listening exercise or write a summary based on any recording material.

To sum up, it is important to mention that summarizing audios is the least popular activity students are exposed to even though Isanova and Ravshanova (2020), suggested doing that. Students will be discovering more resources while technology is improving so in the future students' resources will be infinite.

Conclusions

According to the results from the collected data, participants have some problems when listening to complex recordings and they have to repeat them more than once in order to understand them. In addition, students have some problems to understand British accents because since they were little kids they were primarily exposed to American accents.

Students also mentioned several strategies they use to improve listening skills and most of them agreed that they use authentic material in listening such as songs with a focus on their lyrics and recordings from their texts. Additionally, they mentioned that they use virtual platforms to make this practice possible. Even though students like using platforms and listening to music and watching movies, they said they do not enjoy reading the script while they listen to the recordings. This may happen because participants are not interested on the topics the recordings are referring to. Experts stated that to be competent and good listeners people must train their listening skills by using different resources as well as strategies and obviously different accents. Experts also confirmed that improving listening skills is not as easy as it seems, and participants confirmed that.

To sum up, results also showed that students use virtual platforms as a resource to improve their listening skills. However, there were some students whose main sources to learn English are videogames. It would not be so unusual help students learn and get in touch with listening trough instructions that videogames normally use. Thus, to engage students and improve their listening skills teachers should ask students topics that they are interested in.

Limitations

This descriptive research had some limitations such as the COVID-19 pandemic which heavily restricted in-person meetings and meant that all classes took place online through Zoom platform. Applying and giving instructions to the teenage students occurred remotely which resulted in many of them having difficulties understanding some questions related to strategies and resources.

Recommendations

It is advisable to apply the survey directly to students in a face-to-face mode. If possible, try to add more participants to the research because results and data collected would have more reliability.

References

Anderson, J. R. (2005). *Cognitive psychology and its implications*. Macmillan.

Ampa, A. T. (2015). The Implementation of Interactive Multimedia Learning Materials

    in Teaching Listening Skills. *English Language Teaching*, *8*(12), 56-62.

Babayiğit, S., & Shapiro, L. (2020). Component skills that underpin listening

    comprehension and reading comprehension in learners with English as first and

    additional language. *Journal of Research in Reading*, *43*(1), 78-97.

Bouma, G. D., Ling, R., & Wilkinson, L. (2004). The research process.

Bozorgian, H. (2012). The relationship between listening and other language skills in

    international English language testing system. *Theory and Practice in Language*

    Studies, *2*(4), 657-663.

Casas, J., Repullo, J., & Donado, J. (2003). La encuesta como técnica de investigación.

    Elaboración de cuestionarios y tratamiento estadístico de los datos (I).

    SienceDirect, 31(8), 527–538. https://doi.org/https://doi.org/10.1016/S0212-

    6567(03)70728-8

Djabborova, F. O. (2020). Ways of developing listening skills of English learners in

    ESL and EFL classroom. *European Journal of Research and Reflection in*

    Educational Sciences, *8*(10), 212-216.

Goh, C. (2005). Second language listening expertise. In *Expertise in second language*

    learning and teaching (pp. 64-84). Palgrave Macmillan, London.

Hidrovo, V. (2021). *Enhancing listening comprehension through oral paraphrasing*

    with podcasts (Master's thesis, Universidad Casa Grande. Departamento de

    Posgrado).

Isanova, N., & Ravshanova, T. (2020). Use of effective teaching aids in foreign

    language lessons. *Архив Научных Публикаций JSPI*.

Karagöz, B., Iscan, A., Baskin, S., & Irsi, A. (2017). Investigation of Turkish Teacher

    Candidates Listening Skills. *Universal Journal of Educational Research*, *5*(5),

    750-756.

Malyshkevych, V. (2017). *The Effects of Real-life Listening Practice on ESL Students'*

    Listening Comprehension Improvement (Doctoral dissertation, Brigham Young

    University).

Mustofa, M., & Sari, A. S. (2020). Video subtitle to teach listening skill of junior high

    school students. *JEES (Journal of English Educators Society)*, *5*(2), 149-153.

Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis.

    Language teaching research, *19*(2), 129-132.

Nurhayani. (2019). Factors Affecting Students' Listening Skill. *Faculty of Education*

    and Teacher Training Ar-raniry State Islamic University, 70. Retrieved from

    https://repository.ar-

    raniry.ac.id/id/eprint/7273/1/nurhayani%20%28140203091%29.pdf

Otte, J. L. (2006). *Real language for real people: A descriptive and exploratory case*

    study of the outcomes of aural authentic texts on the listening comprehension of

    adult English-as-a-second language students enrolled in an advanced ESL

    listening course (Doctoral dissertation, Loyola University Chicago).

Öztürk, B. K. (2018). Listening skills development in teaching Turkish as a foreign

    language and the usage of metacognitive strategies. *Journal of Education and*

    Training Studies, *6*(6), 41-47.

Pourfarhad, M., Azmey, F. L. A., & Hassani, L. (2012). Perceptions of international

    students on academic literacy focusing on speaking and listening skills in

    Malaysia. *Procedia-Social and Behavioral Sciences*, *69*, 197-205.

Sah, F. M., & Shah, P. M. (2020). Teachers' beliefs and practices in teaching listening. *Creative Education*, *11*(2), 182-195.

Salsabila, Q. (2020). Why Listening in English is Difficult?. *Research Gate.* 346444291_Why_Listening_in_English_is_Difficult

Schmitt, N. (Ed.). (2013). *An introduction to applied linguistics*. Routledge.

Shamsitdinova, M. G. (2021). To the review of difficulties in teaching listening comprehension to law students in English classes. *International Journal of Early Childhood Special Education*, *13*(1).

Syafii, M. L., Kusnawan, W., & Syukroni, A. (2020). Enhancing listening skills using games. *International Journal on Studies in Education (IJonSE)*, *2*(2), 78-107.

Timans, R., Wouters, P., & Heilbron, J. (2019). Mixed methods research: what it is and what it could be. *Theory and Society*, 193. https://doi.org/10.1007/s11186- 019-09345-5

Tran, T. Q., & Duong, T. M. (2020). Insights into listening comprehension problems: A case study in Vietnam. *PASAA: Journal of Language Teaching and Learning in Thailand*, *59*, 77-100.

Ulum, Ö. G. (2015). Listening: The Ignored Skill in EFL Context. *Online Submission*, *2*(5), 72-76

Yurko, N., & Styfanyshyn, I. (2020). Listening skills in learning a language: the importance, benefits and means of enhancement. *Репрезентація Освітніх Досягнень, Мас-Медіа Та Роль Філології У Сучасній Системі Наук (1St. Ed)*, 38–46. https://doi.org/10.36074/rodmmrfssn.ed-1.04.

Ždímalová, H., Anýžová, P., & Vinopal, J. (2015). Pre-listening Techniques in Listening Instruction from the Adult Learner's Perspective.

Vicars, M., Steinberg, S. R., McKenna, T., & Cacciattolo, M. (Eds.). (2015). *The praxis of English language teaching and learning (PELT): Beyond the binaries: Researching critically in EFL classrooms*. Springer.

Widayat, A. (2014). English Language Education Study Program Faculty Of Languages And Arts State University Of Yogyakarta.

Appendix 1

ENCUESTA: PERSPECTIVES OF EFL STUDENTS IN LISTENING

Available upon request.