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Analysis of Common Issues in EFL/ESL Listening Comprehension and Possible Solutions

Trabajo de titulación previo a la obtención del título de Licenciada en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa.

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Resumen

El presente estudio tuvo como objetivo reportar los problemas más comunes de comprensión auditiva de los estudiantes y sus soluciones. 24 estudios primarios con 1090 aprendices del inglés como idioma extranjero y del inglés como segundo idioma fueron seleccionados y analizados para llevar a cabo esta síntesis de investigación. Es importante mencionar que este trabajo también se realizó con el fin de ayudar a los profesores a conocer cómo desarrollar metodologías adecuadas para enseñar la comprensión auditiva en inglés. Por lo tanto, los problemas relacionados con esta destreza fueron clasificados en siete categorías, a saber, *Habla Natural, Texto, Competencia Lingüística, Estados Psicológicos, Procesos Cognitivos, Conocimiento Previo, y Otros*. Similarmente, las soluciones para mejorar esta destreza fueron agrupadas en cuatro categorías: *El Uso de Estrategias de Listening, El Uso de Tecnología, El Uso de Métodos y Otros*. Finalmente, los resultados mostraron que los problemas más comunes que los estudiantes enfrentaron fueron la dificultad de entender nuevas palabras y expresiones o un mensaje comunicado a una velocidad de habla rápida y el acento de los hablantes. Con respecto a soluciones, las más frecuentes fueron estrategias metacognitivas y cognitivas.

Palabras clave: Problemas de comprensión auditiva. Soluciones de comprensión auditiva. Estrategias de comprensión auditiva. Metodología de enseñanza de la comprensión auditiva.



Abstract

The present study aimed to report on the most common students' listening comprehension problems and their solutions. 24 primary studies with 1090 learners of English as a Foreign Language (EFL) and English as a Second Language (ESL) were selected and analyzed to carry out this research synthesis. It is important to mention that this work was also done with the purpose of helping teachers to know how to develop suitable methodologies to teach English listening comprehension. Therefore, the listening problems related to this skill were classified into seven categories, namely, *Natural Speech*, *Text*, *Language Proficiency*, *Psychological States*, *Cognitive Processes*, *Background Knowledge*, and *Others*. Similarly, the listening solutions were grouped into four categories: *The Use of Listening Strategies*, *The Use of Technology*, *The Use of Methods*, and *Others*. Finally, the results showed that the most common problems that students faced were the difficulty of understanding new words and expressions or a message delivered at a fast speech rate, and the speakers' accent. In regard of solutions, the most frequent were metacognitive and cognitive strategies.

Keywords: Listening comprehension problems. Listening comprehension solutions. Listening comprehension strategies. Listening comprehension teaching methodology.



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Dedication

This work is dedicated to my dear parents whose example and effort have taught me valuable lessons in life.



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Introduction

Listening is one of the four language skills which has an essential role in human communication, especially in the process of learning English as a Foreign Language (EFL) and as a Second Language (ESL). Despite its relevance, it has been neglected by several EFL/ESL teachers. This negligence has led students to face listening problems in their learning such as the difficulty of understanding new words and expressions or a message delivered at a fast speech rate, and the speakers' accent. Fortunately, some solutions have been suggested to overcome listening problems such as metacognitive and cognitive strategies.

In view of the importance of the listening skill, this work intends to find the most common listening comprehension problems that EFL/ESL learners face and the solutions for those difficulties in order to assist teachers to develop adequate methodologies to teach listening comprehension.

To achieve these objectives, the present secondary review is divided into six different chapters:

Chapter 1 contains a 'Description of the Research' which includes background, problem statement, justification, and two research questions.

Chapter 2 involves the 'Theoretical Framework.' It encompasses *The Listening Skill* which explains in general terms why listening is significant and the listening process that individuals undergo. Besides, this chapter includes *The Listening Skill in the EFL/ESL Learning Process* which presents important listening subskills and two useful models for teaching listening, namely Harmer's Model and The Integrative Listening Model (ILM).



Furthermore, Chapter 2 explains *Why Listening is Difficult* and *Why Strategy-based Instruction (SBI) could Help Students to Overcome their Listening Problems*.

Chapter 3 includes the ‘Literature Review’ which helps the reader understand why listening is considered a neglected skill. Besides, this part discusses the most frequent EFL/ESL students’ listening problems and finally the most common solutions to overcome those difficulties.

Chapter 4 encompasses the ‘Methodology’ followed in the elaboration of this secondary review.

Chapter 5 presents the ‘Analysis’ of the EFL/ESL learners’ listening comprehension problems and of the EFL/ESL students’ listening solutions in order to find the most common ones.

Chapter 6 contains the conclusions and recommendations given by the author.

Finally, the different references and the annexes are displayed.



Chapter I

Description of the Research

1.1. Background

According to Treasure (2011), listening is a mental process of extraction which plays a key role in communication. This is so because if an individual is not able to comprehend what another person says, then interaction can be affected; especially, in this noisy world where individuals should comprehend easily and rapidly what others say. Moreover, an adequate listening skill could lead to a better language learning of all the other skills (Dunkel, 1991; Rost, 2002, as cited in Vandergrift, 2007). Thereby, listening should not be underestimated.

In view of this fact, the Ecuadorian Ministry of Education established that teenagers should achieve a B1 English level by the end of high school. In other words, it is expected that English students will “interact quite clearly, confidently, and appropriately in a range of formal and informal social situations” (CEFR B1 level) (Ministerio de Educación del Ecuador, 2019, p. 220). Unfortunately, some Ecuadorian students finish their secondary studies with deficient language skills. Accordingly, the English level that Ecuador has, in comparison with other countries, is certainly discouraging. In fact, Ecuador is one of the countries with the worst English proficiency in the world. To illustrate this matter, let’s consider the results of the English proficiency tests applied by “Education First” (EF), a company concerned with the teaching of languages. According to EF, Ecuador was in position 65 out of 88 countries in the year 2018. Thus, the test participants had a *low* English level. Similarly, the same company, conducted another study in the year 2019. The findings revealed that Ecuador occupied the position 81 out of 100 countries and that the



participants' proficiency in English was *very low*. Therefore, it is noticeable that the Ecuadorians' English level had decreased (EF, 2019). These results suggest a clear necessity of improving English in Ecuador.

Additionally, according to some written reports of the pre-service practicum that students from the English Language and Literature school of the University of Cuenca carried out with various high-school students of the city, third year high school learners have serious difficulties in all the language skills, especially in listening. The pre-service students noticed that the learners could not understand when they spoke English in the classroom or when they had to develop listening activities (Universidad de Cuenca, 2019).

Unfortunately, this reality could be the result of the lack of attention that several teachers have paid to listening and of the fact that this skill is considered by myriad students as the most difficult to master (Hamouda, 2013, as cited in Khavazi, Yousefi, & Kharaghan, 2018).

1.2. Problem Statement

Several EFL and ESL learners are affected by listening problems that hinder their communicative ability and cause them difficulties in their learning process (Goh, 2000; Hasan, 2000). Fortunately, there are also a lot of ways to overcome those problems which researchers have studied in order to assist students (Andyani, 2016; Bozorgian, 2012; Khavazi et al., 2018).

Some of the listening problems found in primary research studies are related to the listeners' difficulty in understanding the speakers' different accents (Goh, 1999), the learners' insufficient vocabulary (Hasan, 2000), and the students' anxiety (Elkhafaifi, 2005). In the case of ways to solve listening comprehension problems, some researchers



have found the following cognitive strategies useful: note-taking and summarizing (Chen, 2013), the metacognitive strategies: self-monitoring and self-evaluation (Young, 1997), and the socio-affective strategies: uptaking and clarifying (Young, 1997). Additionally, the use of computers (Nachoua, 2012), and word-recognition practice can also be useful to solve listening difficulties (Navidinia, Alidoost, Hekmati, and Shirazizadeh, 2016).

In the same way, the literature in the field has reported an overwhelming number of studies in recent years related to listening problems and their solutions which has made researchers to deal with all of the findings with difficulty (Goh, 2000; Elkhafaifi, 2005; Chen, 2009; Abdalhamid, 2012; Bozorgian, 2012). Hence, it is necessary to provide an understandable and systematic exploratory bibliographic research to help teachers comprehend clearly and logically what has been done to develop listening in EFL/ESL learning.

Moreover, due to the Ecuadorian deficiency in the listening skill (EF, 2019), it is necessary to create a secondary review with information about the most common listening problems and solutions, so that teachers or even researchers could take advantage of it for their future work.

1.3. Justification

The listening skill has been chosen for this secondary review due to its importance for human communication. EFL as well as ESL learners cannot be communicatively competent if they struggle to comprehend English speech. Besides, language input has a very relevant role in the acquisition of languages (Hamouda, 2013). Thus, listening is seen as a significant skill by several researchers (Chen, 2013; Rezaei & Ahour, 2015; Bano, 2017).



Unfortunately, listening problems and their solutions are not always considered seriously (Brown, 1987, as cited in Rezaei & Ahour, 2015). For instance, Ecuador is a country where the students' listening skill has been undervalued resulting this fact in learners' English deficiencies (EF, 2019). It clearly suggests that Ecuadorian teachers should pay more attention to listening problems and solutions especially now that English is the lingua franca of the world (Nordquist, 2019).

Additionally, listening comprehension has been selected for this secondary review due to the considerable number of studies done in relation to this skill (eg., Goh, 1999; Hasan, 2000; Carrier, 2003; Nachoua, 2012; Chen, 2013; Nowrouzi, Sim Tam, Zareian, and Nimehchisalem, 2015).

Therefore, this secondary review is relevant since it pretends to provide a clear, logic, understandable, and systematic body of information that could help EFL/ESL teachers to comprehend students' common listening comprehension problems and solutions for those difficulties. Lastly, it is important to mention that this secondary review could also assist researchers to come up with more strands of research in the listening area.



1.4. Research Questions

There are two basic questions that guide this secondary review and help in the creation of a systematic research synthesis about the topic “Analysis of Common Issues in EFL/ESL Listening Comprehension and Possible Solutions.” These questions are

- What are the most common listening comprehension problems that EFL/ESL learners face according to the primary sources?
- What are the most common solutions for EFL/ESL learners’ listening problems that have been suggested in the primary sources?



Chapter II

Theoretical Framework

This chapter aims to present the theories and concepts that support the development of this research work. Since this project intends to analyze common difficulties in EFL/ESL learners' listening comprehension and their possible solutions, the first aspect to be reviewed is related to *The Listening Skill* which includes its definition, its importance for communication, and the listening process that individuals undergo. The second aspect to be considered is related to *The Listening Skill in the EFL/ESL Learning Process*. It encompasses Harmer's listening subskills and two different models for teaching listening. Moreover, the third aspect seeks to explain *Why Listening is a Difficult Process*. Lastly, the fourth section refers to the importance of *Strategy-based Instruction (SBI) to Overcome Listening Problems*.

2.1. The Listening Skill

Listening is one of the four language skills together with reading, writing, and speaking. This skill does not have to do with production of language as speaking and writing. Instead, it is focused on the reception of it. Therefore, listening is known as a receptive skill (British Council, n.d.).

Moreover, listening is a process that contributes to the improvement of speaking, reading, and writing since it is always accompanied by them in daily life. For example, when people listen to messages conveyed by others, their reaction is answering to the received input orally or in a written manner in order to express their ideas or feelings (Dunkel, 1991; Rost, 2002, as cited in Vandergrift, 2007).



Furthermore, listening or listening comprehension can be defined as “an active process during which the listener constructs meaning from oral input” (Bentley & Bacon, 1996, as cited in Carrier, 2003, p. 384). It is true that when a person listens, it is not possible to notice any product such as an essay or a book. However, listening is an active skill since different processes take place inside the hearer’s brain after receiving input. Thereby, it is not correct to consider listening as a passive process (Tyagi, 2013).

2.1.1. The Importance of Listening

Treasure (2011) has stated that listening is a process that plays a key role in communication, especially in this noisy world in which oral words are much more significant than the written language. Thus, listening is necessary for the communicative process because it allows people to receive and understand messages related to thoughts and feelings in an immediate way. If listening did not exist, then people would need much more time to understand messages through readings. Therefore, listening is indispensable since it occupies from 40 to 50% of the total time spent on people’s interaction (Gilakjani & Ahmadi, 2011, as cited in Hamouda, 2013; Khavazi et al., 2018).

Moreover, Lobello (2019) has pointed out that listening comprehension plays a key role in the EFL/ESL educational context because students who achieve an adequate listening skill are able to get the most out of their English classes. For example, they can easily comprehend new content presented by English teachers such as information about the culture of the United States, the geography of England, or grammatical concepts. On the contrary, if learners do not receive comprehensible input, it will be difficult for them to understand the different contents taught by a teacher. As a consequence, students will have an insufficient achievement in their classes (Rounds, 2010).



Additionally, if students develop an acceptable English listening skill, they can enhance the other language skills (Dunkel, 1991; Rost, 2002, as cited in Vandergrift, 2007). For instance, when learners hear certain input many times and they can recognize it, then it could access the learners' long term memory. Consequently, students might use that comprehensible input later, in a written or oral manner. Furthermore, listening enhances reading since it can help students to associate sounds with distinct letters and words (Janovsky, 2018).

2.1.2. The Listening Process

According to Tyagi (2013), all individuals follow a specific listening process which is comprised of five different steps: *hearing*, *understanding*, *remembering*, *evaluating*, and *responding* (Figure 1).

1. *Hearing*: It consists in the perception of sound waves.
2. *Understanding*: It refers to the comprehension of symbols that individuals have seen and heard.
3. *Remembering*: It signifies that people have added a message to their brains and they are able to retrieve it.
4. *Evaluating*: It is weighing evidence, sorting fact from opinion, and determining the existence of bias in the input.
5. *Responding*: It means giving verbal and/or nonverbal feedback to the received message (p. 1-3).

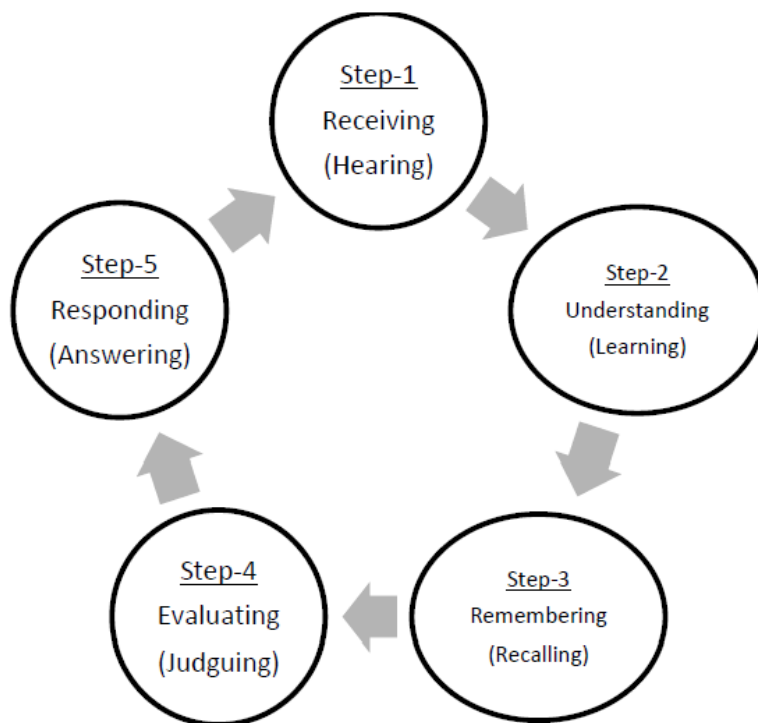


Figure 1: The Listening Process. Taken from “Listening: An Important Skill and Its Various Aspects.” Tyagi, 2013, p. 2.

2.2. The Listening Skill in the EFL/ESL Learning Process

Listening is a relevant skill in the EFL/ESL educational context which should be seriously taken into consideration. Thereby, it is important to understand its different subskills and some of the models that have been proposed for its teaching.

2.2.1. Listening Subskills

According to Harmer (1991), there are two types of listening subskills, namely ‘Type 1 skills’ and ‘Type 2 skills.’

‘Type 1 skills’ refer to the operations which learners do on an oral text when they first approach it. For example, *predictive skills*, *extracting specific information*, and *getting the general picture*.



1. *Predictive skills*: They are the listeners' ability to predict what they will listen based on the information that they have received from the text.
2. *Extracting specific information*: It is the listeners' capability to look for specific information in the received input.
3. *Getting the general picture*: It means getting a general idea of the most important points of a text.

On the other hand, 'Type 2 skills' are operations that encompass a more specific understanding of a text. That is why they are generally used after 'Type 1 skills.' For instance, *inferring opinion and attitude, deducing meaning from context, and recognizing function and discourse patterns and markers.*

1. *Inferring opinion and attitude*: It is the listeners' ability to understand what the speaker thinks or feels about a certain topic.
2. *Deducing meaning from context*: It refers to the listeners' capability to comprehend what an unknown word means based on its context such as the sentence in which the new word was found.
3. *Recognizing function and discourse patterns and markers*: It refers to the listeners' knowledge that after a discourse marker such as 'for example,' an instance will be stated. Moreover, it is the capability to distinguish a sentence that is a generalization or a sentence that supports a generalization. Furthermore, it means understanding the way in which a text is coherently organized (p. 144-145, 151).



2.2.2. Models for Teaching Listening

2.2.2.1. Harmer's Model for Teaching Listening

In 1991, Harmer proposed a model to help teachers in their task of teaching receptive skills, namely, “A Methodological Model for the Teaching of Receptive Skills.”

This model is integrated by five stages which are *Lead-in*, *T directs comprehension task*, *SS listen for task*, *T directs feedback*, and *T directs text-related task* (Figure 2).

1. *Lead-in*: In this stage, the learners and the educator prepare for the task and get familiar with the topic of the exercise.
2. *T directs comprehension task*: Here the teacher explains what students are going to do.
3. *SS listen for task*: In this stage, the learners listen to a text in order to do the task.
4. *T directs feedback*: Here the educator helps students to verify whether they did the task correctly.
5. *T directs text-related task*: Here the teacher organizes a follow-up task connected to the text (p. 151, 152).

It is necessary to mention that for each type of skills, there is a sequence to be followed. Thus, the sequence that this model proposes for ‘Type 1 skills’ is: *Lead-in*, *T directs comprehension task*, *SS listen for task*, *T directs feedback*, and *T directs text-related task* (optional stage).

Additionally, once educators provide feedback, they might ask learners to continue working with ‘Type 2 skills.’ Thus, the sequence for these skills will be: *T directs*

comprehension task, SS listen for task, T directs feedback, and T directs text-related task (optional stage).

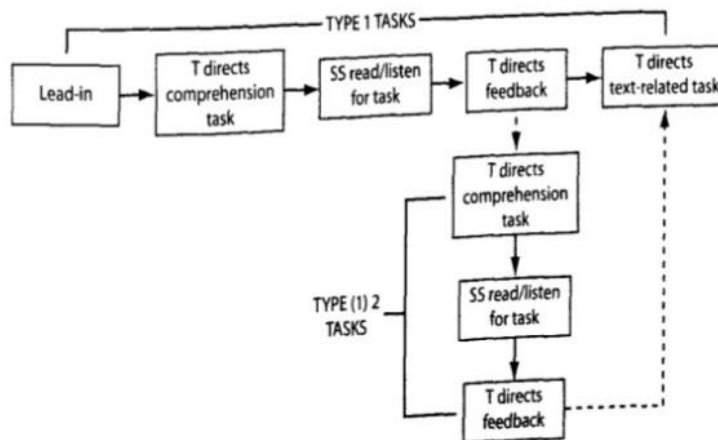


Figure 2: A Methodological Model for the Teaching of Receptive Skills. Taken from “The Practice of English Language Teaching.” Harmer, 1991, p. 152.

2.2.2.2. The Integrative Listening Model (ILM) for Teaching Listening

Aside from Harmer’s model, the Integrative Listening Model (ILM) can also be used by educators for teaching the listening skill. This model is based on Thompson, Leintz, Nevers, and Witkowski’s (2010) definition of effective listening, which is “the dynamic, interactive process of integrating appropriate listening attitudes, knowledge, and behaviors to achieve the selected goal(s) of a listening event” (p. 268).

Thus, ILM encompasses four stages: *prepare to listen, apply the listening process model, assess listening effectiveness, and establish goals for future listening events* (Figure 3).

1. *Prepare to listen:* It refers to *determining the listening objectives* which may be tasks, people, or purposes. Furthermore, it means *analyzing the listening context*, in other words, understanding the circumstances of the listening

- task. Besides, this stage signifies *addressing the influence of many listening filters*, which are factors that influence a listening performance such as age, culture, and atmosphere.
2. *Apply the listening process model*: This stage refers to the use of the five steps of Figure 1 during a listening task, namely *receiving, understanding, remembering, evaluating, and responding*.
 3. *Assess effectiveness of listening performance*: This stage means analyzing the own performance to find out if the behavior is working or if an improvement is necessary.
 4. *Establish new objectives*: It signifies creating new goals as a listener based on the information about the strengths and weaknesses gathered during the assessment stage (p. 271-276).

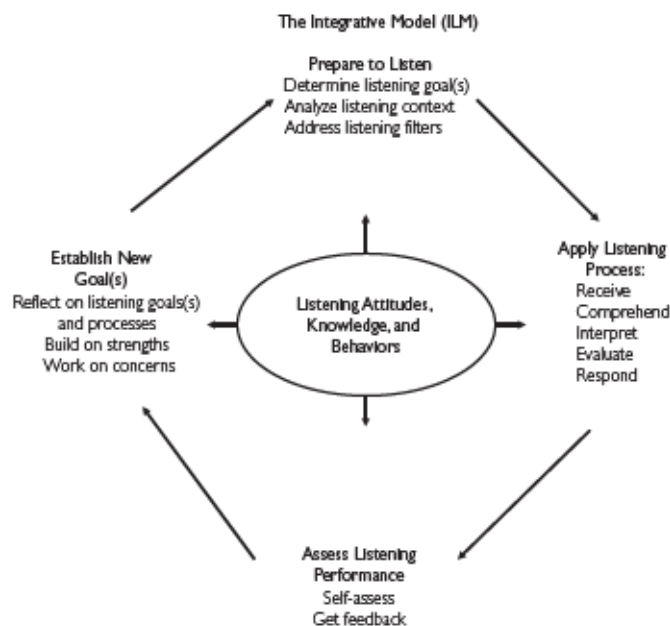


Figure 3: The Integrative Listening Model (ILM). Taken from “The Integrative Listening Model: An Approach to Teaching and Learning Listening.” Thompson, Leintz, Nevers, and Witkowski, 2010, p. 269.



2.3. Why is Listening Difficult?

According to Brown (2001), listening can become a difficult process if the listener does not pay enough attention to the following factors:

1. *Clustering*: It means breaking speech into small parts such as phrases in order to easily comprehend the message. Unfortunately, sometimes English learners cannot chunk speech.
2. *Reduced forms*: Spoken English contains several reductions which can be phonological such as “*Djeetyet*” instead of “*Did you eat yet?*” or morphological; for example, the contraction “*I’ll.*” Unfortunately, these reduced forms may be extremely difficult for English learners who are used to full forms.
3. *Performance variables*: When people speak, they usually use hesitation, pauses, or corrections. Native speakers are used to these variables in speech, so they do not interfere with their understanding. Notwithstanding, hesitation, pauses, or corrections may easily confuse English learners.
4. *Rate of delivery*: When people read a text and do not understand it, they can go back and read the text again. However, when students listen, going back is not possible. Thereby, English learners should be able to understand English delivered at different rates. Unfortunately, several students get confused when they listen to people speaking fast.
5. *Stress, rhythm, and intonation*: Since English is a stress-timed language and depends on intonation patterns to convey different meanings such as sarcasm or



simply to create questions or statements, it can be very difficult for learners to understand.

2.4. Strategy-based Instruction (SBI) to Overcome Listening Problems

In order to master a language skill such as listening, it is necessary to invest time and effort in developing strategies (Brown, 2001). Basically, there are three types of listening strategies: *cognitive*, *metacognitive*, and *socio-affective strategies*, which should be taught and practiced to acquire an acceptable listening skill.

First, *cognitive strategies* can be defined as problem-solving techniques which learners employ to handle learning tasks and facilitate the acquisition of skill or knowledge (Derry & Murphy, 1986, as cited in Abdalhamid, 2012). Some of them are notetaking, summarizing, deduction, transfer, and resourcing.

Second, *metacognitive strategies* are processes that assist students to ‘think’ about their own ‘thinking’ or they are methods employed to help learners comprehend how they learn (Inclusive Schools, 2015). For instance, planning, monitoring, and self-evaluation.

Finally, *socio-affective strategies* are techniques which include stimulating learning through the establishment of empathy between the student and the instructor. Besides, they involve factors like attitudes and emotions (Oxford, 1990). Some of them are clarifying, uptaking, feedback, and reprise.

These three groups of strategies have to be considered by English teachers as part of their Strategy-based Instruction (SBI) to assist learners in the development of their listening comprehension. Unfortunately, several times educators focus more on “delivering” language that they forget to train their students in how to “receive” input (Brown, 2001, p. 208).



Chapter III

Literature Review

This section aims to review the findings, similarities or contradictions of what researchers have found in the field of EFL/ESL listening. Firstly, the present section summarizes the reasons to consider listening as a neglected skill. Secondly, this section discusses the most common EFL/ESL listening comprehension problems that students face when they learn English. Lastly, the most frequent solutions to overcome listening problems are stated.

3.1. Listening as a Neglected Skill

Several researchers such as Teng (1998) have recognized that English teachers have become more interested in the development of their students' listening skill over the last years. In fact, Navidinia et al. (2016) have indicated that "with the shift of focus in language teaching towards helping learners improving their communicative competence, the listening skill has got more importance" (p. 115). Notwithstanding, Brown (as cited in Rezaei & Ahour, 2015) has indicated that this receptive skill has been underestimated since there have been several published courses whose syllabus has shown that educators consider that listening is less important than the other skills. In the same way, Bress (as cited in Bano, 2017, p. 21) has pointed out that "it is usually disappointing to find that the teaching of listening is mostly neglected in our language classroom."

Moreover, Carrier (2003) has mentioned that the teachers' lack of attention on listening has occurred because educators have believed that students can automatically enhance their listening skill in the ESL context since they have several opportunities to hear English during the school day. Unfortunately, he has also highlighted that students do not



always improve automatically their listening comprehension. Similarly, Hamouda (2013) and Bano (2017) have corroborated this assertion by mentioning that listening has been neglected since teachers have believed that students could develop this skill naturally without training.

Furthermore, Bano (2017) has implied that some English teachers have not given listening the importance that it deserves because they have thought that productive skills such as speaking and writing are more relevant than receptive skills such as listening and reading.

Additionally, Chen (2009) has explained that listening has been underestimated by several educators because they have not usually had enough class time to teach it. For instance, the researcher has mentioned that Taiwanese college level educators only have had from two to three hours per week for teaching all the language skills. Thereby, teachers have frequently overlooked listening.

Furthermore, Chen (2009) has highlighted that the listening skill has been neglected because teachers have felt the pressure of preparing English learners for tests. This has made educators to focus more on evaluating rather than teaching. In view of this situation, the researcher has recommended to give more attention to student-oriented instruction rather than to test-oriented teaching in order to help students become active listeners.

Finally, Hamouda (2013) has pointed out that teachers have not given serious attention to the listening skill because they have thought that students do not face any listening problem. Indeed, the researcher has explained that when English learners do not understand what they listen in class, they easily hide it by shaking and nodding their heads.



As a result, teachers believe that students understand everything and do not use many vital activities to assist learners to improve their listening skill.

3.2. Listening Problems that Affect EFL/ESL Learners

Several scholars such as Goh (1999), Chen (2009), and Hamouda (2013) have found that EFL/ESL students face listening comprehension problems related to their incapability to understand the speaker's *Natural Speech*. In relation to this, Goh (1999) analyzed interviews and diaries completed by a group of 40 Chinese ESL learners. Thus, she identified that the listeners' insufficient vocabulary and the speakers' fast speed of speech were some of the most common listening problems that affected the learners. Similarly, Chen (2009) analyzed the results of the studies conducted by Flowerdew and Miller (1996), Goh (2000), Graham (2006), and Hasan (2000) and corroborated Goh's findings. In the same way, Hamouda (2013) carried out a research study in order to find out the listening difficulties of a group of English learners of Qassim University. Thus, he discovered that difficulty in understanding the message due to the speakers' pronunciation and different accents were some of the most relevant listening problems among the learners.

Additionally, Goh (1999), Hasan (2000), Chen (2013) and Nowrouzi et al. (2015) identified several listening difficulties that affected students related to the speakers' utterances or *Text*. In regard of this, Goh (1999) found that an important problem was the learners' difficulty in understanding a particular type of input such as a lecture or a story. Likewise, Hasan (2000) observed that the students of the ESP Centre at Damascus University also presented listening problems in relation to the category *Text* such as difficulty in comprehending the meaning of a long text and difficulty in predicting what speakers will say based on the title of the text. Similarly, Chen (2013) conducted a study



with the purpose of finding the listening difficulties that 31 Taiwanese students noticed as they enhanced their listening strategies. As a result, she encountered that the participants' difficulty in comprehending the message due to linking sounds between words and their difficulty in chunking the speech that they heard were students' common listening problems. Likewise, Nowrouzi et al. (2015) discovered that the learners' difficulty in chunking the speech that they heard was one of the principal listening problems of their participants. Thus, they corroborated Chen's finding.

Furthermore, Goh (1999), Chen (2013), and Nowrouzi et al. (2015) identified several listening difficulties that students faced in regard of *Language Proficiency*. For instance, Goh (1999) found that the Chinese ESL learners showed that their incompetence in speaking and lack of knowledge in grammar affected their listening comprehension. Furthermore, Chen (2013) analyzed the results of pre-test questionnaires and post-test questionnaires that the group of 31 Taiwanese college learners completed and found that the learners presented difficulties when they had to find the main idea of a text. Similarly, Nowrouzi et al. (2015) carried out a study with the purpose of analyzing the listening difficulties of 100 EFL Iranian students. After applying a questionnaire, the researchers proved that difficulty when finding the main idea was a common listening problem that affected the English learners.

3.3. Listening Solutions to EFL/ESL Learners' Listening Problems

According to various scholars, teachers should assist students in the development of several *Listening Strategies* in class such as metacognitive and cognitive in order to help them to solve their listening comprehension problems (Chen, 2013; Bano, 2017; Khavazi et al., 2018).



First, students could make use of metacognitive strategies such as self-regulation, which encompasses self-monitoring and self-evaluation, to ameliorate their listening problems (Chen, 2013). For example, Young (1997) conducted a study with 18 Chinese learners in order to find out if they used listening strategies in a sequence and also to discover which strategies they employed to solve their listening difficulties. To meet these objectives, the researcher recorded what the participants reported while they listened to three audio texts. Next, the scholar transcribed and coded the reports to find the listening strategies that the students used out of a coding scheme with 20 items. Then, Young analyzed the results and concluded that the students used strategies in a sequence and that some of their common strategies were self-monitoring and self-evaluation.

Similarly, Chen (2013) carried out a research study with 31 Taiwanese students to find out how the learners coped with their listening problems and if those difficulties changed as they used strategies such as self-monitoring and self-evaluation. Therefore, the researcher applied a pre-test questionnaire to collect information about the students' strategy use and their listening problems. Moreover, the researcher used reflective journals to gather information about the participants' listening problems. Next, the students received treatment in strategy instruction for 14 weeks. Then, the scholar applied a post-test questionnaire and compared the results of both tests. Thus, Chen found that the mean frequency of every listening difficulty decreased. Likewise, the scholar compared and analyzed the journals and proved that the students' initial listening difficulties declined. Finally, the researcher concluded that the participants became more capable to identify their listening problems and cope with them effectively as they enhanced their listening strategies.



In the same way, Fatemi et al. (2014) developed a study with 103 EFL students from Iran to explore how students' self-regulation was connected to their listening performance. Thereby, the scholars used a Motivated Strategies for Learning Questionnaire (MSLQ) to gather information about the learners' self-regulation. Additionally, the researchers employed a Standard Listening Test (SLT) to evaluate the students' listening skill. Next, the scholars conducted a Pearson Correlation Coefficient Analysis and discovered that the learners' self-regulation was correlated to their listening skill. Thereby, the researchers concluded that self-regulated learners could achieve a better listening performance.

Similarly, learners could also employ cognitive strategies such as note-taking and summarizing to solve their listening problems (Young, 1997). In this regard, Hayati and Jalilifar (2009) studied the connection between note-taking and the listening ability with 60 participants for six weeks. The researchers randomly divided the students into three groups. The first group was integrated by learners who did not take notes. The second group of students took notes following their own methods. And the third group of learners took notes according to the *Cornell note-taking system*. After the participants received listening strategy training, the researchers tested the students' listening ability through a listening part of the Test of English as a Foreign Language (TOEFL). Finally, the researchers compared the students' scores and found that both learners, the participants who took notes according to their own methods and the students who took notes following the *Cornell note-taking system*, achieved better listening grades than the learners who were not trained with this strategy.



Likewise, Khavazi et al. (2018) conducted a research study to determine how note taking and summarizing affected the participants' listening improvement. The researchers worked with 75 Iranian EFL learners. They divided the participants into an experimental and a controlled group. The experimental students were taught to use note taking and summarizing in listening tests. After the training, the participants' listening performance was measured through the listening part of the Preliminary English Test (PET). In the end, the scholars concluded that both strategies enhanced the students' ability because the experimental learners outperformed the controlled students in their listening grades.

Rahbar and Khodabakhsh (2013), Solihat and Utami (2014), and Rezaei and Ahour (2015) reported that another way to enhance students' listening comprehension was using English songs in class.

First, Rahbar and Khodabakhsh (2013) conducted a study in which they intervened 40 EFL students to find out if music could help them enhance their listening skill. The researchers divided the participants into two groups, an experimental and a controlled group. Then, the students were pre-tested with a listening comprehension test. The results of this pre-test showed that both, the experimental and the controlled students obtained similar scores. Next, the experimental group of students received listening practice with songs that were appropriate academically and culturally for two months. Then, the researchers applied a post-test to the two groups of students to measure their listening performance and see if it had improved. After analyzing the tests grades, the researchers proved that the experimental students had outperformed the controlled learners. Thus, the scholars confirmed that English songs indeed enhanced the students' listening comprehension.



Likewise, Solihat and Utami (2014) corroborated Rahbar and Khodabakhsh's findings when they carried out their study with 62 learners. The scholars collected information about the students' listening comprehension through pre-tests and post-tests. In the end, the researchers compared the grades of those tests and proved that the experimental students achieved better scores than the controlled learners. Thereby, the researchers demonstrated that songs improved the students' listening skill. In the same way, other researchers such as Rezaei and Ahour (2015) worked with 40 EFL participants with the purpose of determining if English songs could help to improve the learners' listening performance. The scholars divided the students into an experimental and a controlled group. Next, the participants were pre-tested with a listening part of the PET. Then, the experimental group received treatment with 15 songs culturally and religiously appropriate. After the treatment period, both groups were post-tested with another listening part of the PET. Finally, the researchers demonstrated that English songs could help to ameliorate listening problems since the controlled learners outperformed the experimental students in their listening scores.



Chapter IV

Methodology

With the purpose of collecting primary research studies, Google Scholar, a free web search engine was used as well as the digital base DOAJ (Directory of Open Access Journals). Some of the key terms used to search for studies were (a) listening comprehension problems, (b) listening comprehension solutions, (c) effective listening solutions, (d) solutions to listening comprehension problems. The electronic search was conducted in the following journals: English Language Teaching (ELT), The Journal of Asia TEFL, Hong Kong Journal of Applied Linguistics, International Journal of Academic Research in Progressive Education and Development; Language, Culture and Curriculum; Procedia-Social and Behavioral Sciences, Theory and Practice in Language Studies, Applied Linguistics, and Language Learning & Technology.

According to several meta-analysts (eg., Rosenthal 1994, as cited in Norris & Ortega, 2006), it is necessary to collect not only published works, but also unpublished ones in order to avoid publication bias; however, this secondary review was based on published sources only because of the difficulty of finding unpublished works.

Notwithstanding, a significant number of works was considered for this secondary review ensuring a valuable and useful source of information for the reader.

The criteria to choose appropriate articles were

- The studies had to be about listening comprehension problems or possible ways to solve them.
- The articles had to involve second or foreign language learners of English.
- The works had to be written in English.



- The studies did not have to be published before the year 1997 or after the year 2018.
- The studies could encompass children, teenagers, or adults since age was not taken into account as a limiting variable.
- The research method of the studies could be Quantitative, Qualitative, or Mixed.
Some works were not considered because
- They did not match appropriately to the topic that was chosen.
- They were about listening comprehension in French or in other languages, but not in English.
- They were published before the year 1997.

After considering the mentioned criteria, 24 studies encompassing 1090 participants were selected for the analysis.



Chapter V

Analysis

This section aims to provide information about the classification and analysis of 24 primary sources that were reviewed in order to report on the most common EFL/ESL listening comprehension problems and solutions.

5.1. Analysis of the EFL/ESL Listening Comprehension Problems

This part intends to answer the first research question proposed for this study which is related to the most common listening comprehension problems that EFL/ESL learners faced in the research studies that were reviewed. Thus, 24 articles were first collected and classified into a table which contained all the listening difficulties found in those works (see annex 1). It is worth mentioning that out of the 24 primary sources only eight studies contained students' listening problems.

Afterwards, 15 categories were created to classify the great number of listening difficulties found in the eight research articles. Thus, these categories were codified and organized according to the relationship among the different listening problems (see annexes: 2, 3, 4, 5, 6, 7, and 8). After a careful revision, the 15 categories were reduced to seven groups. These final categories are presented in Figure 4.

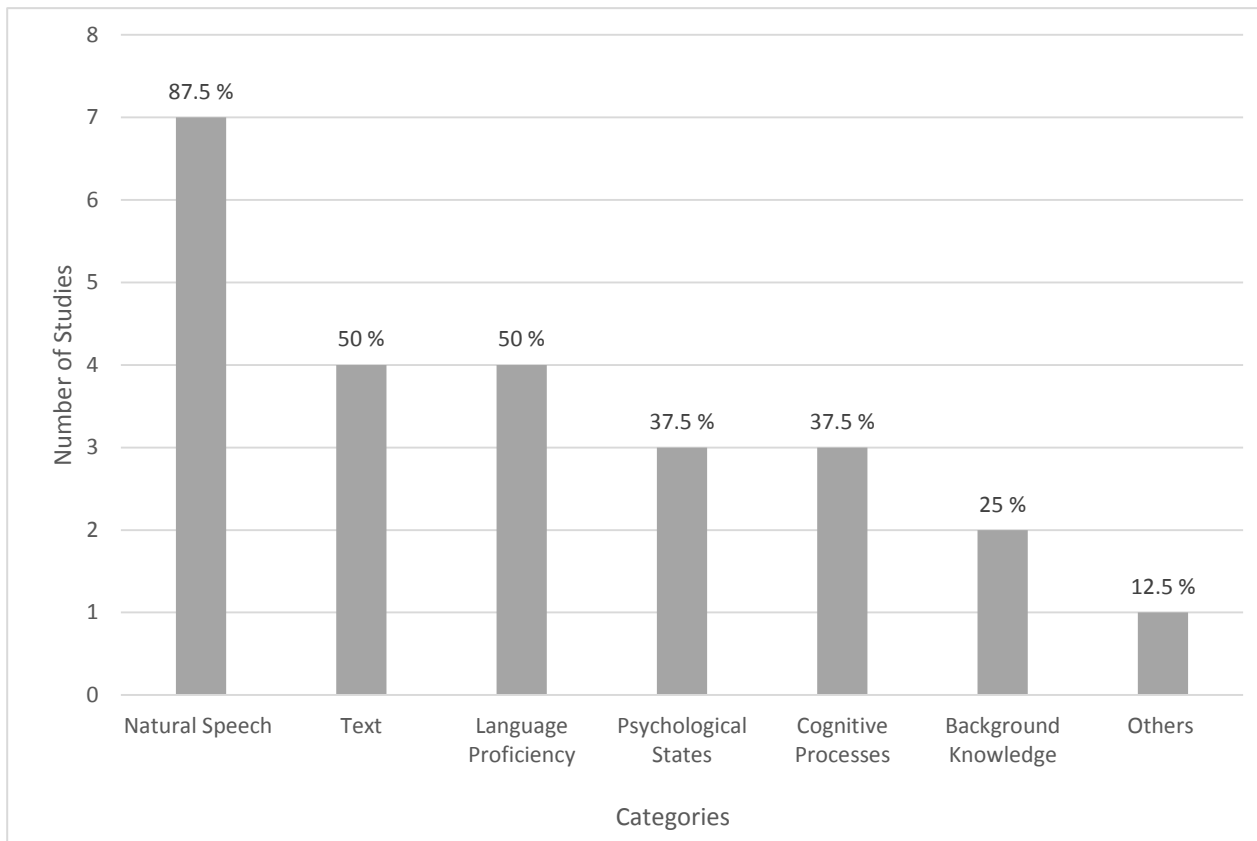


Figure 4. Categories of Listening Problems

Thus:

1. *Natural Speech* refers to the deficiency of understanding peoples' speech in real life communication.
2. *Text* is about difficulties in comprehending the speakers' utterances.
3. *Language Proficiency* refers to problems in understanding what people said because of the listeners' deficiency in linguistic aspects.
4. *Psychological States* makes reference to the listeners' emotions and feelings.
5. *Cognitive Processes* is related to the students' mental activity.



6. *Background Knowledge* refers to what the listener already knows which is going to be used as a basis for understanding the input.
7. *Others* included problems that did not fit into the other categories.

Since the groups *Natural Speech*, *Text*, and *Language Proficiency* presented high percentages of learners' listening problems, a deeper analysis was done for each of them in order to find the most common students' listening difficulties inside every group.

In relation to the category *Natural Speech*, it was found that the most common students' listening difficulties are the ones presented in Figure 5.

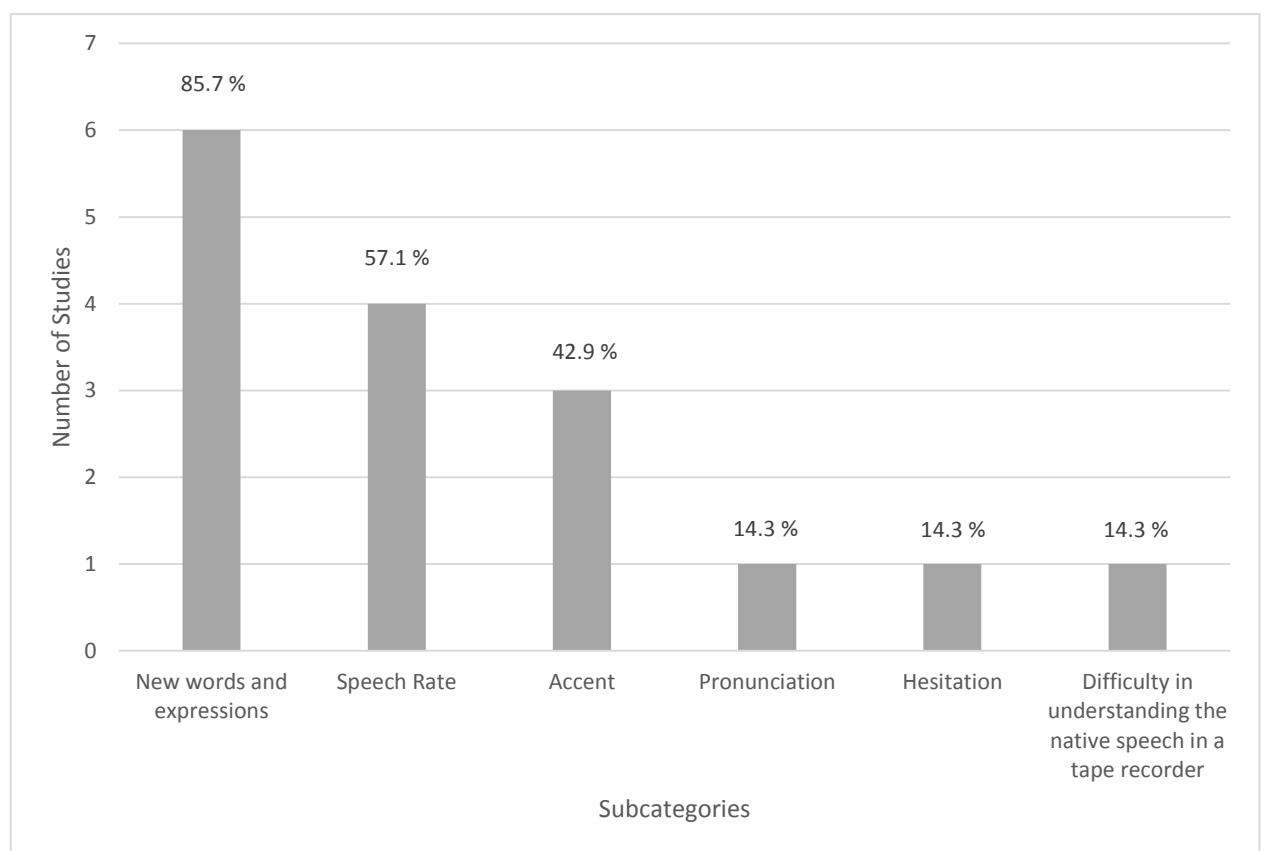


Figure 5. Subcategories of Natural Speech



Figure 5 indicates that six articles showed that the most common listening problem in the group was the students' lack of comprehension of new words and expressions. This finding demonstrates that several English learners felt impotence when they listened to speakers uttering unknown words and expressions (Goh, 1999). Thus, a participant of the study of Goh (1999), Qianli, expressed, "There were a lot of new words in those stories which was another big block for me to understand well" (p. 23). Similarly, another student, Wenling, who was part of the same study mentioned, "I listened to BBC. It was international news. I could only catch the main ideas because of the new words, especially some countries or region names" (p. 24).

Another common problem that four studies identified was the learners' difficulty of understanding when people speak with a fast speech rate. Additionally, three articles reported that another learners' listening problem was the students' lack of comprehension of the different accents that people have. These results demonstrate that several English students thought that they had problems in listening because of uncontrollable aspects such as the speakers' speech rate and their accent (Graham, 2006, as cited in Nowrouzi et al., 2015).

Finally, the least common students' listening difficulties of this category were related to problems in the learners' understanding of different pronunciations, lack of comprehension of what was said when people used hesitation, and difficulty in understanding the native speech in a tape recorder. In view of these results, teachers should assist their students with listening exercises with authentic language, so learners could get familiar with real English (Edrenius, 2018).



In reference to the category *Text*, the learners' most common listening problems found are displayed in Figure 6.

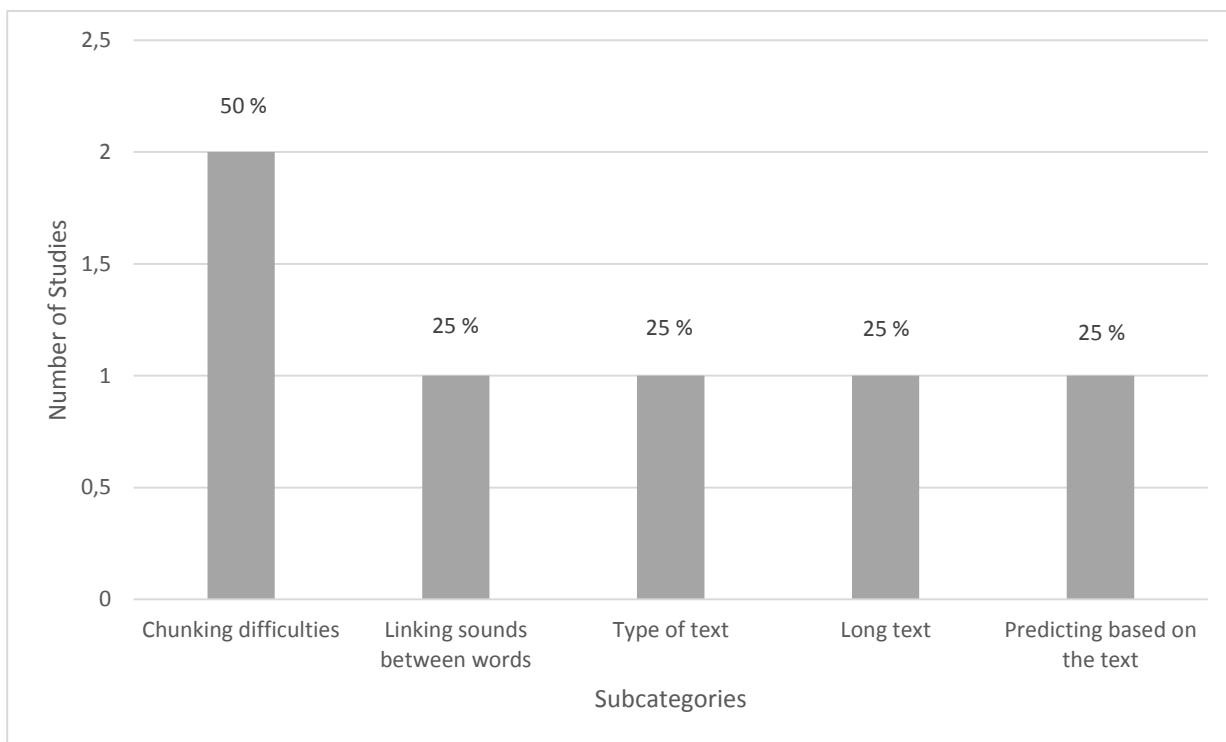


Figure 6. Subcategories of Text

Figure 6 shows that two studies revealed that the most frequent participants' listening difficulty of the category *Text* was chunking the speech that they heard. This finding suggests that educators should provide students as many listening activities as possible to help them practice segmenting speech (Chen, 2013; Nowrouzi et al., 2015).

Finally, only one study reported on other learners' listening problems such as their difficulty of comprehending the message due to linking sounds between words, their lack of understanding of what was heard because of the type of text, their deficiency in



comprehending because of the existence of a long text, and their difficulty in doing predictions based on the text.

In regard of the category *Language Proficiency*, it was identified that the most frequent learners' listening problems are the difficulties illustrated in Figure 7.

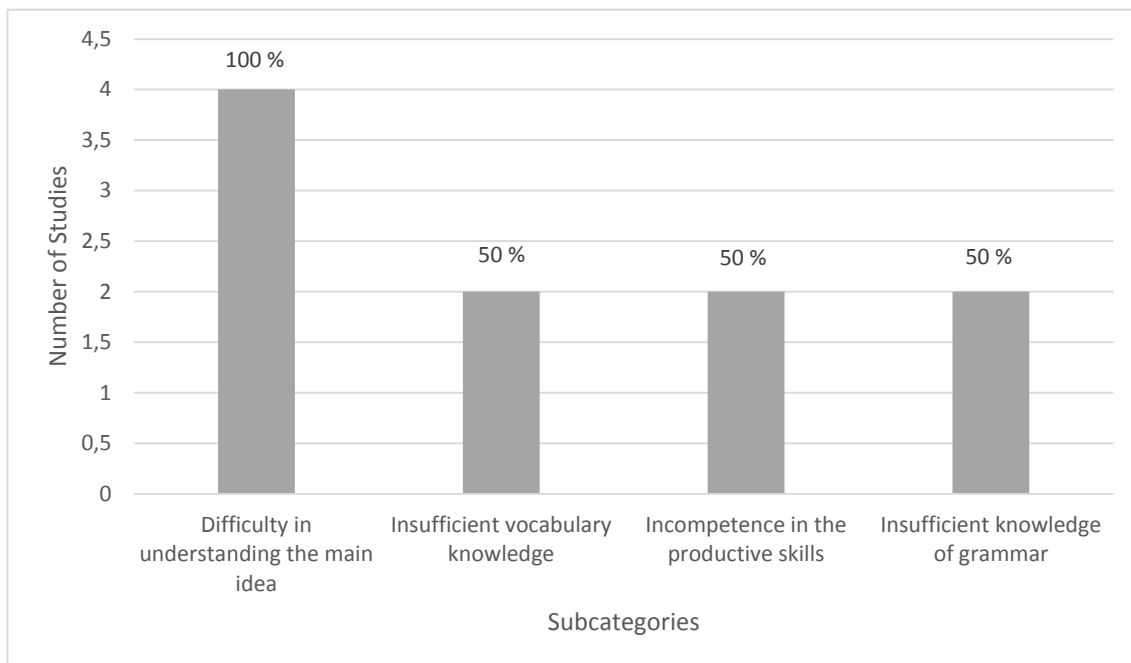


Figure 7. Subcategories of Language Proficiency

Figure 7 shows that four studies reported that the most common learners' problem of *Language Proficiency* was their difficulty in understanding the main idea. According to Hasan's work (2000), this problem appeared when students wrongly believed that they needed to focus on every word that they listened to get the key idea. Thus, he implied that educators should teach students to identify main ideas in order to help them improve their listening comprehension.



In addition, the least common students' listening problems in this category were: insufficient vocabulary knowledge, incompetence in the productive skills, and insufficient knowledge of grammar.

Since the last categories of Figure 4, which are *Psychological States*, *Cognitive Processes*, *Background Knowledge*, and *Others* presented less common students' listening difficulties, they were not deeply analyzed. Notwithstanding, some of the problems that they included are presented below.

First, some of the listening difficulties of *Psychological States* were students' anxiety and lack of motivation (Elkhafai, 2005; Andayani, 2016). Second, the category *Cognitive Processes* included various listening problems; for instance, students' incapability to create a mental representation from what was heard and learners' distraction from the listening task (Goh, 2000; Nowrouzi et al., 2015). Third, the category *Background Knowledge* encompassed difficulties such as lack of students' prior knowledge for the listening task (Goh, 1999). Finally, some of the listening difficulties that the category *Others* presented were problems in doing listening exercises in pairs and in groups, lack of understanding of the message due to the absence of visual aids, and problems in understanding a recorded spoken text (Hasan, 2000).

5.2. Analysis of the EFL/ESL Listening Comprehension Solutions

This part seeks to respond the second research question of this work which was to give information about the most common ways to overcome EFL/ESL learners' listening problems. To answer this question, 24 sources were gathered and grouped into a table with all the listening solutions identified in the studies (see annex 9). It is important to highlight that out of the 24 studies, 21 contained learners' listening solutions.



Then, seven categories were created to classify the high number of listening solutions that was found in the 21 primary sources. Thus, the distinct categories were codified and organized based on the relationship among the listening solutions (see annexes: 10, 14, 15, and 16). After a further revision, the seven groups were reduced to four categories which are presented in Figure 8.

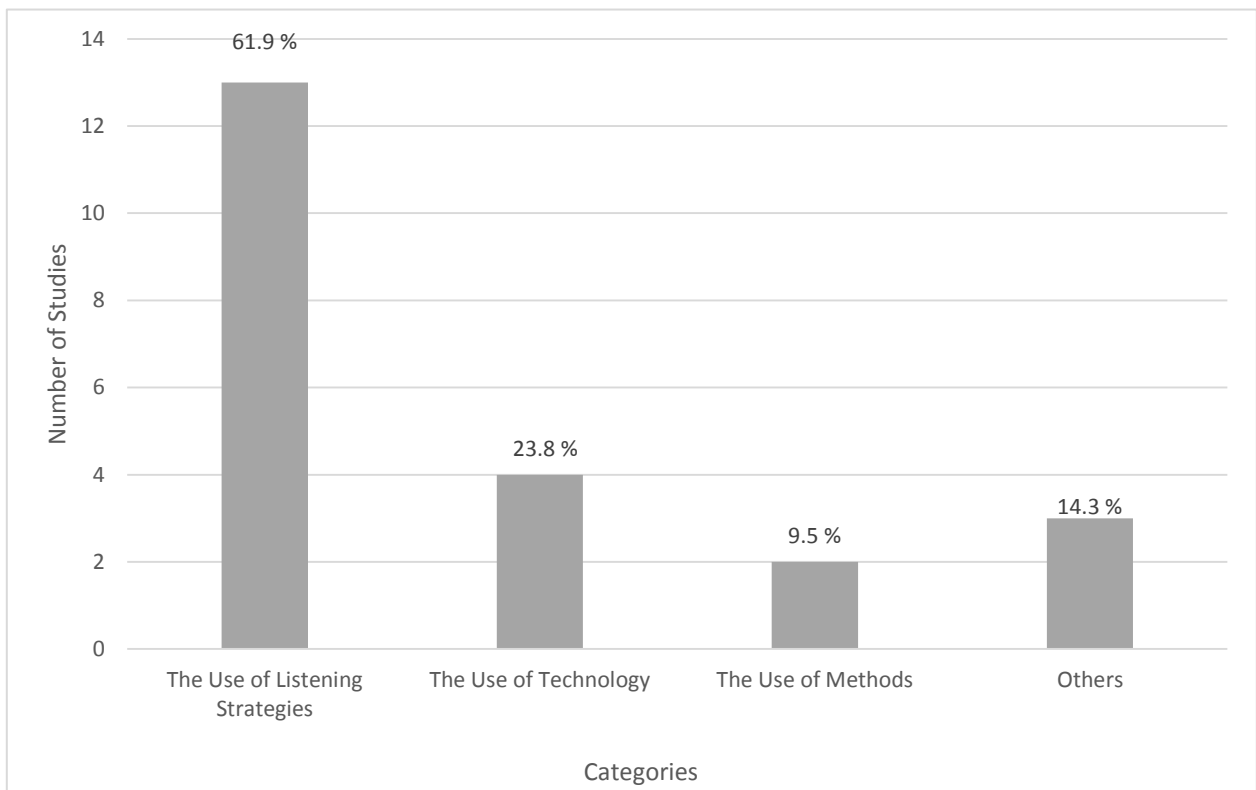


Figure 8. Categories of Listening Solutions

Hence:

1. *The Use of Listening Strategies* refers to the use of “conscious means by which learners can guide and evaluate their own comprehension and responses” (Vandergrift, 1999, as cited in Navidinia et al., 2016, p. 176).



2. *The Use of Technology* is related to the teachers' assistance to the students' listening skill through the use of adequate hardware and software.
3. *The Use of Methods* has to do with the employment of plans to achieve certain objectives.
4. *Others* involves ways to solve listening problems which could not fit into the other categories.

Since the groups *The Use of Listening Strategies* and *The Use of Technology* contained a great number of solutions, a further analysis was developed for each category to identify the most frequent ways to solve listening problems of every group.

Regarding the category *The Use of Listening Strategies*, it was found that the most common learners' listening solutions are the strategies displayed in Figure 9.

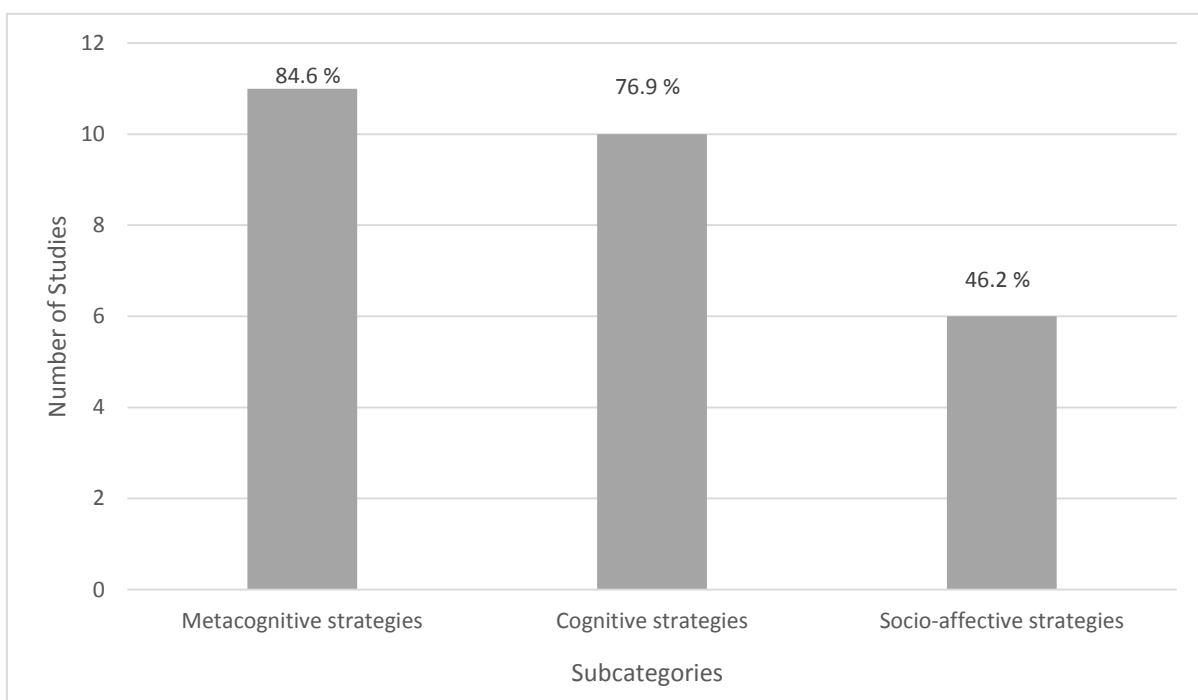


Figure 9. *Subcategories of The Use of Listening Strategies*



Figure 9 presents that 11 articles demonstrated that the most common learners' ways to overcome their listening problems of the category *The Use of Listening Strategies* were the students' use of metacognitive strategies. Some of them were planning, self-evaluation (Young, 1997), and monitoring (Chen, 2013) (see annex 11). Additionally, 10 studies showed that common learners' listening solutions of this category were cognitive strategies such as summarizing and note taking (Khavazi et al., 2018). Other identified cognitive strategies were translation and imagery (Young, 1997) (see annex 12). Therefore, English teachers should consider these strategies as part of their strategy instruction to help students solve their listening problems (Chen, 2013).

On the other hand, the learners' least common listening solutions that were detected belonged to the subcategory *socio-affective strategies*. Some of them were uptaking, clarifying, and reprise (Young, 1997) (see annex 13). Despite of being the least common strategies, it does not mean that they are useless since a significant number of them was found in the search. Moreover, researchers such as Manzouri, Shahraki, and Fatemi (2016) proved their valuable role in enhancing students' listening comprehension. Thereby, educators should also take these strategies into account to assist their learners.

In relation to the category *The Use of Technology*, it was revealed that the most frequent students' listening solutions that it encompassed are the ones presented in Figure 10.

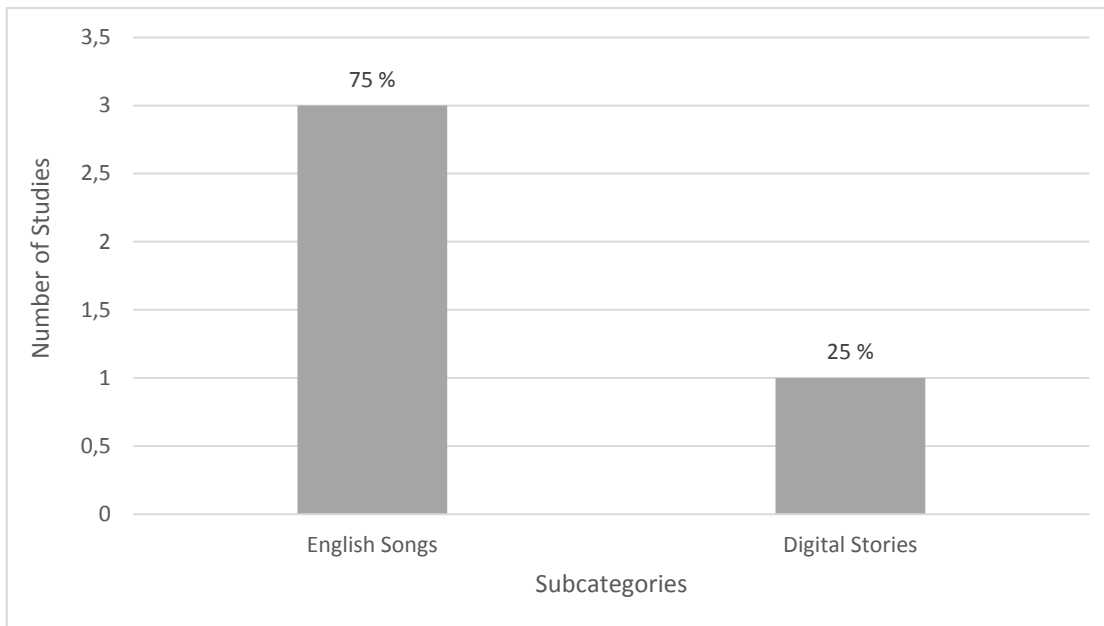


Figure 10. Subcategories of *The Use of Technology*

Figure 10 displays that three studies revealed that the most common learners' way to overcome their listening problems of the category *The Use of Technology* was the use of English songs in class. This finding suggests that English teachers should employ songs as authentic materials to improve learners' listening comprehension, especially in an EFL context (Kilickaya, 2004, as cited in Rahbar & Khodabakhsh, 2013). On the other hand, the least common solution inside this category was the learners' use of digital stories.

Since the last categories of Figure 8, which are *The Use of Methods* and *Others*, involved less common learners' ways to overcome their listening problems, they were not specifically analyzed. Nonetheless, some of the solutions that they encompassed are shown below.

First, the solutions of *The Use of Methods* were the Cooperative Learning Method and CALL. Even though the results do not give much importance to these methods, they should



not be underestimated since several researchers such as Nachoua (2012) and Kirbas (2017) proved their importance in the students' listening development. Lastly, the category *Others* also encompassed less frequent students' listening solutions such as the learners' general language proficiency, vocabulary size (Wang & Treffers-Daller, 2017), the students' use of Tic-Tac-Toe, Running Dictation, the Whispering Game (Andyani, 2016), and minimal pairs (Bano, 2017).

In conclusion, the present analysis showed that the most common learners' listening problems found in the category *Natural Speech* were new words and expressions, speech rate, and accent. Additionally, a common students' listening problem of the group *Text* was chunking difficulties. Moreover, another common learners' problem of the category *Language Proficiency* was difficulty in understanding the main idea.

Similarly, this analysis also showed that the most frequent students' listening solutions of the category *The Use of Listening Strategies* were metacognitive and cognitive strategies. Furthermore, a common learners' listening solution of the category *The Use of Technology* was English Songs.

Thereby, English teachers should consider all of these important students' listening problems and solutions found to better assist their learners in the improvement of their listening skill.



Chapter VI

Conclusions and Recommendations

This chapter includes the conclusions and recommendations given by the author of the present secondary review which was done with the purpose of finding the most common listening comprehension problems that EFL/ESL learners face and the solutions for those difficulties in order to help teachers to create adequate methodologies to teach listening. Additionally, some limitations of the research are also stated.

6.1. Conclusions

This secondary review demonstrated that the most common listening problems that students have corresponded to the category *Natural Speech*. Besides, common learners' listening difficulties belonged to the groups *Text* and *Language Proficiency*.

First, *Natural Speech* included the most common students' listening problems such as new words and expressions, distinct rates of delivery, and different accents. This finding indicates that several students are not learning real English. Consequently, if one day those learners had to travel to an English speaking country, probably they would have problems understanding the input. Therefore, teachers should help their students to improve their listening skill with listening exercises that contain authentic language, so learners could have the opportunity to get familiar with real English (Edrenius, 2018).

Second, *Text* contained common listening comprehension problems such as chunking speech. This assertion signifies that Brown (2001) was right when he mentioned that breaking speech into small parts is one of the factors that make listening difficult. Hence, educators should use more listening activities which could help students to practice segmenting speech. As a result, students could improve their listening skill.



Similarly, *Language Proficiency* also encompassed frequent listening problems; for instance, difficulty in understanding the main idea. This finding indicates that as Hasan (2000) highlighted, several students wrongly think that they have to focus on every single word that they listen to get the key idea. Accordingly, teachers should help students to practice this *Hasan's subskill* in class through different exercises. As a result, students will easily understand the main idea of an oral text and thus they will improve their listening comprehension.

In regard of solutions, this work revealed that the most common students' listening ways to solve listening problems belonged to the category *Listening Strategies*. Moreover, common learners' listening solutions were part of the group *The Use of Technology*.

First, *Listening Strategies* involved the most common students' ways to solve their listening problems such as metacognitive and cognitive strategies. Therefore, every single teacher should give *Strategy Instruction* to their students. In other words, educators should make learners work in class with listening strategies such as note taking, summarizing, or self-regulation. Consequently, learners could take advantage of valuable opportunities to comprehend how they learn (Inclusive Schools, 2015) or to understand how to solve problems (Derry & Murphy, 1986, as cited in Abdalhamid, 2012) which would ultimately contribute to enhance listening.

Second, *The Use of Technology* included common learners' listening solutions. For example, the use of English songs in class. Thereby, teachers should not consider the use of music as a waste of time. Instead, English educators should employ songs as authentic materials to improve learners' listening comprehension in a fun way, especially in an EFL context (Kilickaya, 2004, as cited in Rahbar & Khodabakhsh, 2013). In order for this to



happen in Ecuador, the Ministry of Education should provide high schools with the necessary equipment for the use of songs in class such as speakers. Thus, it will be easier for teachers to help learners to achieve a B1 English level by the end of high school.

Lastly, it is worth mentioning that this work presented two important limitations. First, this secondary review did not consider unpublished studies due to the difficulty of finding them and time constraints. Second, this work was not done with a really heavy source of data. Only a certain number of research articles were employed because of the thesis requirements and also the limited time for this project. Despite these limitations, a considerable number of works was taken into account ensuring an invaluable source of information.

6.2. Recommendations

I recommend researchers who are interested in the listening skill to conduct more studies applying the Harmer's Model in order to determine to which extent Harmer's steps could contribute to the improvement of listening.

Furthermore, I recommend scholars to survey teachers as well as students in order to discover their perspectives in regard of the importance of the listening skill.

Besides, I suggest researchers to work on a classification of listening problems since during this work, the author found that many primary sources only mentioned listening difficulties in lists instead of categorizing them according to their similarities.

Additionally, I advise scholars to further analyze *Listening Strategies* in order to determine how effective they are to enhance listening comprehension.



Finally, I suggest researchers to analyze the most common listening comprehension problems and solutions making use of more than 24 research articles to get more precise results than the ones obtained in this review.



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Annexes

Annex 1:

General Table of the Listening Problems Found in the Primary Sources

Name of the Study	Author/s	Year of Publication	Listening Problems
Listening Comprehension Strategies of Arabic-Speaking ESL	Fouad Abdalhamid	2012	X
Improving Listening Skill of the Seventh Grade Students using Games at MTsN Mojokerto	Hanna Andyani	2016	Difficulty in understanding the native speech in a tape recorder, lack of motivation
Towards Understanding Listening Comprehension in EFL Classroom: The Case of the Saudi Learners	Farah Bano	2017	X
Metacognitive Instruction does Improve Listening Comprehension	Hossein Bozorgian	2012	X
Improving High School English Language Learners' Second Language Listening through Strategy Instruction	Karen A. Carrier	2003	X
Listening Strategy Instruction: Exploring Taiwanese College Students' Strategy Development	Ai-hua Chen	2009	Fast speech rate and unfamiliar words
EFL Listeners' Strategy Development and Listening Problems: A Process-Based Study	Ai-hua Chen	2013	Unfamiliar vocabulary and phrases, rapid speech rate, speaker's accent, linking sounds between words, cannot listen to the next part when thinking about meaning, cannot segment the speech,



			cannot remember what was heard, cannot form a mental image from words heard, cannot figure out main ideas of the message, lack of background knowledge to understand the intended meaning.
Listening Comprehension and Anxiety in the Arabic Language Classroom	Hussein Elkhafaifi	2005	Anxiety
The Relationship between EFL Learners' Self-Regulation and their Listening Comprehension	Mohammad Ali Fatemi, Maral Alishahi, Maryam Noori Khorasani, Monir Seifi	2014	X
How much do Learners Know about the Factors that Influence their Listening Comprehension?	Christine Goh	1999	Vocabulary, prior knowledge, speech rate, type of input and speaker's accent.
A Cognitive Perspective on Language Learners' Listening Comprehension Problems	Christine Goh	2000	Quickly forget what is heard, do not recognise words they know, understand words but not the intended message, neglect the next part when thinking about meaning, unable to form a mental representation from words heard.
Learners' Perceptions of Listening Comprehension Problems	Ali S. Hasan	2000	Unfamiliar words, difficult grammatical structures, difficulty in interpreting the meaning of a long spoken text, difficulty in predicting what speakers are going to say from the title of the spoken text, difficulty in predicting what will come next, difficulty in doing listening activities in pair work, difficulty in doing listening activities in group work, difficulty in holding a discussion after listening to the spoken text, difficulty in writing a summary of the spoken text, difficulty in understanding natural speech which is full of hesitation and pauses, difficulty in understanding the meaning of words which are not pronounced clearly, difficulty in understanding the meaning of the spoken text without seeing the speaker's body language, difficulty in understanding



			well when speakers speak too fast, difficulty in understanding well when speakers speak with varied accents, difficulty in listening to a recorded spoken text, unclear sounds resulting from poor-quality tape-recorder, unclear sounds resulting from poor classroom conditions or outside noise, difficulty in getting a general understanding of the spoken text from the first listening, feeling nervous and worried when the spoken text is not understood, difficulty in answering questions which require other than a short answer, difficulty in understanding the spoken text which is not of interest to me, poor conditions in the classroom which interfere with clear sounds, absence of visual aids, unfamiliar vocabulary, unclear pronunciation and fast speech, a boring subject, and a long text.
The Effect of Note Taking vs. Summarizing Strategy on Iranian EFL Learners' Listening Comprehension	Mehri Khavazi, Mandana Yousefi, and Naemeh Kharaghan	2018	X
Effects of Cooperative Learning Method on the Development of Listening Comprehension and Listening Skills	Abdulkadir Kirbas	2017	X
Effect of Listening Proficiency on Types of Listening Strategies Used by Iranian EFL Learners	Hossein Ali Manzouri, Amir Shahraki, Seyyed Ali Fatemi	2016	X
Computer-Assisted Language Learning for Improving Students' Listening Skill	Hassina Nachoua	2012	X
The Impact of Word-Recognition Practice on the Development of the Listening Comprehension of Intermediate-Level EFL Learners	Hossein Navidinia, Mohammad Mehdi Alidoost, Nargess Hekmati, Mohsen Shirazizadeh	2016	X
Iranian EFL Students' Listening Comprehension	Sara Nowrouzi, Shu Sim Tam,	2015	Distraction and missing or



Problems	Gholamreza Zareian, Vahid Nimehchisalem		misperceiving sounds and words, chunking difficulties, sentence forgetting, and confusion about the main idea.
English Songs as an Effective Asset to Improve Listening Comprehension Ability; Evidence from Iranian EFL Learners	Samira Rahbar, Samaneh Khodabakhsh	2013	X
Using Digital Stories to Improve Listening Comprehension with Spanish Young Learners of English	Dolores Ramírez Verdugo, Isabel Alonso Belmonte	2007	X
The Effect of Listening to English Songs on Iranian EFL Pre intermediate Learners' Listening Comprehension	Mahin Rezaei, Touran Ahour	2015	X
Improving Students' Listening Skill by Using English Songs	Dadang Solihat, Prita Lusiana Utami	2014	X
Explaining Listening Comprehension among L2 Learners of English: The Contribution of General Language Proficiency, Vocabulary Knowledge and Metacognitive Awareness	Yun Wang, and Jeanine Treffers-Daller	2017	X
A Serial Ordering of Listening Comprehension Strategies Used by Advanced ESL Learners in Hong Kong	Ming Yee Carissa Young	1997	X



Annex 2:

Table of Listening Problems related to the Category *Natural Speech*

Name of the Study	Author/s	Year of Publication	Category Natural Speech
Improving Listening Skill of the Seventh Grade Students using Games at MTsN Mojokerto	Hanna Andyani	2016	Difficulty in understanding the native speech in a tape recorder
Listening Strategy Instruction: Exploring Taiwanese College Students' Strategy Development	Ai-hua Chen	2009	Fast speech rate, unfamiliar words
EFL Listeners' Strategy Development and Listening Problems: A Process-Based Study	Ai-hua Chen	2013	Unfamiliar vocabulary and phrases, rapid speech rate, speaker's accent.
How much do Learners Know about the Factors that Influence their Listening Comprehension?	Christine Goh	1999	Vocabulary, speech rate, accent
A Cognitive Perspective on Language Learners' Listening Comprehension Problems	Christine Goh	2000	Do not recognise words they know
Learners' Perceptions of Listening Comprehension Problems	Ali S. Hasan	2000	Unfamiliar words, difficulty in understanding the meaning of words which are not pronounced clearly, difficulty in understanding well when speakers speak too fast, difficulty in understanding well when speakers speak with varied accents, unclear pronunciation, fast speech, unfamiliar vocabulary, difficulty in understanding natural speech which is full of hesitation and pauses
Iranian EFL Students' Listening Comprehension Problems	Sara Nowrouzi, Shu Sim Tam, Gholamreza Zareian, Vahid Nimehchisalem	2015	Missing or misperceiving sounds and words.
N = 7 articles			



Annex 3:
Table of Listening Problems related to the Category *Text*

Name of the Study	Author/s	Year of Publication	Category Text
EFL Listeners' Strategy Development and Listening Problems: A Process-Based Study	Ai-hua Chen	2013	Linking sounds between words, cannot segment the speech.
How much do Learners Know about the Factors that Influence their Listening Comprehension?	Christine Goh	1999	Type of input
Learners' Perceptions of Listening Comprehension Problems	Ali S. Hasan	2000	Difficulty in interpreting the meaning of a long spoken text, long text, difficulty in predicting what speakers are going to say from the title of the spoken text, difficulty in predicting what will come next.
Iranian EFL Students' Listening Comprehension Problems	Sara Nowrouzi, Shu Sim Tam, Gholamreza Zareian, Vahid Nimehchisalem	2015	Chunking difficulties
N = 4 articles			

Annex 4:
Table of Listening Problems related to the Category *Language Proficiency*

Name of the Study	Author/s	Year of Publication	Category Language Proficiency
EFL Listeners' Strategy Development and Listening Problems: A Process-Based Study	Ai-hua Chen	2013	Cannot listen to the next part when thinking about meaning, cannot figure out main ideas of the message
A Cognitive Perspective on Language Learners' Listening Comprehension Problems	Christine Goh	2000	Neglect the next part when thinking about meaning, understand words but not the intended message
Learners' Perceptions of Listening Comprehension Problems	Ali S. Hasan	2000	Difficult grammatical structures, difficulty in holding a discussion after listening to the spoken text, difficulty in writing a summary of the spoken text, difficulty in understanding the meaning of the spoken text without seeing the speaker's body language,



			difficulty in getting a general understanding of the spoken text from the first listening, difficulty in answering questions which require other than a short answer
Iranian EFL Students' Listening Comprehension Problems	Sara Nowrouzi, Shu Sim Tam, Gholamreza Zareian, Vahid Nimehchisalem	2015	Confusion about the main idea
N = 4 articles			

Annex 5:

Table of Listening Problems related to the Category *Psychological States*

Name of the Study	Author/s	Year of Publication	Category Psychological States
Improving Listening Skill of the Seventh Grade Students using Games at MTsN Mojokerto	Hanna Andyani	2016	Most students are not attracted to follow the listening activities (lack of motivation)
Listening Comprehension and Anxiety in the Arabic Language Classroom	Hussein Elkhafaifi	2005	Anxiety
Learners' Perceptions of Listening Comprehension Problems	Ali S. Hasan	2000	Feeling nervous and worried when the spoken text is not understood, difficulty in understanding the spoken text which is not of interest to me, a boring subject.
N = 3 articles			

Annex 6:

Table of Listening Problems related to the Category *Cognitive Processes*

Name of the Study	Author/s	Year of Publication	Category Cognitive Part
EFL Listeners' Strategy Development and Listening Problems: A Process-Based Study	Ai-hua Chen	2013	Cannot remember what was heard, cannot form a mental image from words heard.



A Cognitive Perspective on Language Learners' Listening Comprehension Problems	Christine Goh	2000	Quickly forget what is heard, unable to form a mental representation from words heard.
Iranian EFL Students' Listening Comprehension Problems	Sara Nowrouzi, Shu Sim Tam, Gholamreza Zareian, Vahid Nimehchisalem	2015	Distraction, sentence forgetting
N = 3 articles			

Annex 7:

Table of Listening Problems related to the Category *Background Knowledge*

Name of the Study	Author/s	Year of Publication	Category Background Knowledge
EFL Listeners' Strategy Development and Listening Problems: A Process-Based Study	Ai-hua Chen	2013	Lack of background knowledge to understand the intended meaning.
How much do Learners Know about the Factors that Influence their Listening Comprehension?	Christine Goh	1999	Prior knowledge and experience
N = 2 articles			

Annex 8:

Table of Listening Problems related to the Category *Others*

Name of the Study	Author/s	Year of Publication	Category Others
Learners' Perceptions of Listening Comprehension Problems	Ali S. Hasan	2000	Difficulty in doing listening activities in pair work, difficulty in doing listening activities in group work, absence of visual ¹⁴ aids, difficulty in listening to a recorded spoken text, unclear sounds resulting from poor-quality tape-recorder, unclear sounds resulting from poor classroom conditions or outside noise, poor conditions in the classroom which interfere with clear sounds.
N = 1 article			



Annex 9:

General Table of the Listening Solutions Found in the Primary Sources

Name of the Study	Author/s	Year of Publication	Listening Solutions
Listening Comprehension Strategies of Arabic-Speaking ESL	Fouad Abdalhamid	2012	Cognitive, metacognitive, socio-affective strategies
Improving Listening Skill of the Seventh Grade Students Using Games At MTsN Mojokerto	Hanna Andyani	2016	Tic-Tac-Toe, Running Dictation, and Whispering Game
Towards Understanding Listening Comprehension in EFL Classroom: The Case of the Saudi Learners	Farah Bano	2017	Dictation, partial dictation, minimal pairs
Metacognitive Instruction does Improve Listening Comprehension	Hossein Bozorgian	2012	Metacognitive Instruction
Improving High School English Language Learners' Second Language Listening through Strategy Instruction	Karen A. Carrier	2003	Strategy Instruction
Listening Strategy Instruction: Exploring Taiwanese College Students' Strategy Development	Ai-hua Chen	2009	Strategy Instruction
EFL Listeners' Strategy Development and Listening Problems: A Process-Based Study	Ai-hua Chen	2013	Monitoring, summarizing, note taking
Listening Comprehension and Anxiety in the Arabic Language Classroom	Hussein Elkhafaifi	2005	X
The Relationship between EFL Learners' Self-Regulation and	Mohammad Ali Fatemi,	2014	Self-regulation



their Listening Comprehension	Maral Alishahi, Maryam Noori Khorasani, Monir Seifi		
How much do Learners Know about the Factors that Influence their Listening Comprehension?	Christine Goh	1999	X
A Cognitive Perspective on Language Learners' Listening Comprehension Problems	Christine Goh	2000	Direct Strategy Indirect Strategy
Learners' Perceptions of Listening Comprehension Problems	Ali S. Hasan	2000	Pre-listening information about the text, use of experience and background knowledge of the topic to understand the spoken text.
The Effect of Note Taking vs. Summarizing Strategy on Iranian EFL Learners' Listening Comprehension	Mehri Khavazi, Mandana Yousefi, and Naeemeh Kharaghan	2018	Summarizing and note taking
Effects of Cooperative Learning Method on the Development of Listening Comprehension and Listening Skills	Abdulkadir Kirbas	2017	Cooperative Learning Method (Learning Together Technique)
Effect of Listening Proficiency on Types of Listening Strategies Used by Iranian EFL Learners	Hossein Ali Manzouri, Amir Shahraki, Seyyed Ali Fatemi	2016	Cognitive, metacognitive, and socio-affective strategies
Computer-Assisted Language Learning for Improving Students' Listening Skill	Hassina Nachoua	2012	CALL (Computer-Assisted Language Learning) Method
The Impact of Word-Recognition Practice on the Development of the Listening Comprehension of Intermediate-Level EFL Learners	Hossein Navidinia, Mohammad Mehdi Alidoost, Nargess Hekmati, Mohsen Shirazizadeh	2016	Transcribing (Word-recognition practice)
Iranian EFL Students' Listening Comprehension	Sara Nowrouzi, Shu Sim Tam,	2015	X



Problems	Gholamreza Zareian, Vahid Nimehchisalem		
English Songs as an Effective Asset to Improve Listening Comprehension Ability; Evidence from Iranian EFL Learners	Samira Rahbar, Samaneh Khodabakhsh	2013	English songs
Using Digital Stories to Improve Listening Comprehension with Spanish Young Learners of English	Dolores Ramírez Verdugo, Isabel Alonso Belmonte	2007	Digital stories (internet-based technology)
The Effect of Listening to English Songs on Iranian EFL Preintermediate Learners' Listening Comprehension	Mahin Rezaei, and Touran Ahour	2015	English songs
Improving Students' Listening Skill by Using English Songs	Dadang Solihat, Prita Lusiana Utami	2014	English songs
Explaining Listening Comprehension among L2 Learners of English: The Contribution of General Language Proficiency, Vocabulary Knowledge and Metacognitive Awareness	Yun Wang, and Jeanine Treffers-Daller	2017	Vocabulary size, general language proficiency, metacognitive awareness.
A Serial Ordering of Listening Comprehension Strategies Used by Advanced ESL Learners in Hong Kong	Ming Yee Carissa Young	1997	Note taking, deduction, transfer, resourcing, hypothesis testing, grouping, uptaking, clarifying, repetition, problem identification, reprise, planning, self-monitoring, translation, imagery, feedback, self-evaluation, inferencing, elaboration, summarization.

Annex 10:

Table of Listening Solutions related to the Category *The Use of Listening Strategies*

Name of the Study	Author/s	Year of Publication	Category The Use of Listening Strategies
Listening Comprehension Strategies of Arabic-Speaking ESL	Fouad Abdalhamid	2012	Cognitive, metacognitive, socio-affective strategies
Towards Understanding Listening Comprehension in EFL Classroom:	Farah Bano	2017	Dictation, partial dictation.



The Case of the Saudi Learners			
Metacognitive Instruction does Improve Listening Comprehension	Hossein Bozorgian	2012	Metacognitive Instruction
Improving High School English Language Learners' Second Language Listening through Strategy Instruction	Karen A. Carrier	2003	Strategy Instruction
Listening Strategy Instruction: Exploring Taiwanese College Students' Strategy Development	Ai-hua Chen	2009	Strategy Instruction
EFL Listeners' Strategy Development and Listening Problems: A Process-Based Study	Ai-hua Chen	2013	Monitoring, summarizing and note taking
The Relationship between EFL Learners' Self-Regulation and their Listening Comprehension	Mohammad Ali Fatemi, Maral Alishahi, Maryam Noori Khorasani, Monir Seifi	2014	Self-regulation
A Cognitive Perspective on Language Learners' Listening Comprehension Problems	Christine Goh	2000	Using direct strategy and indirect strategy
Learners' Perceptions of Listening Comprehension Problems	Ali S. Hasan	2000	Pre-listening information about the text, use of experience and background knowledge of the topic to understand the spoken text
The Effect of Note Taking vs. Summarizing Strategy on Iranian EFL Learners' Listening Comprehension	Mehri Khavazi, Mandana Yousefi, and Naeemeh Kharaghan	2018	Summarizing, note taking
Effect of Listening Proficiency on Types of Listening Strategies Used by Iranian EFL Learners	Hossein Ali Manzouri, Amir	2016	Cognitive, metacognitive, and socio-affective strategies



	Shahraki, Seyyed Ali Fatemi		
The Impact of Word-Recognition Practice on the Development of the Listening Comprehension of Intermediate-Level EFL Learners	Hossein Navidinia, Mohammad Mehdi Alidoost, Nargess Hekmati, Mohsen Shirazizadeh	2016	Trascribing (Word-recognition practice)
Explaining Listening Comprehension among L2 Learners of English: The Contribution of General Language Proficiency, Vocabulary Knowledge and Metacognitive Awareness	Yun Wang, and Jeanine Treffers-Daller	2017	Metacognitive awareness
A Serial Ordering of Listening Comprehension Strategies Used by Advanced ESL Learners in Hong Kong	Ming Yee Carissa Young	1997	Note taking, deduction, transfer, resourcing, hypothesis testing, grouping, uptaking, clarifying, repetition, problem identification, reprise, planning, self-monitoring, translation, imagery, feedback, self-evaluation, inferencing, elaboration, summarization.
N = 14 studies			

Annex 11:

Table of Listening Solutions related to the Subcategory *Metacognitive Strategies*

Name of the Study	Author/s	Year of Publication	Subcategory Metacognitive Strategies
Listening Comprehension Strategies of Arabic-Speaking ESL	Fouad Abdalhamid	2012	Metacognitive strategies
Metacognitive Instruction does Improve Listening Comprehension	Hossein Bozorgian	2012	Metacognitive Instruction
Improving High School English Language Learners' Second Language Listening through Strategy Instruction	Karen A. Carrier	2003	Strategy Instruction



Listening Strategy Instruction: Exploring Taiwanese College Students' Strategy Development	Ai-hua Chen	2009	Strategy Instruction
EFL Listeners' Strategy Development and Listening Problems: A Process-Based Study	Ai-hua Chen	2013	Monitoring, evaluating, planning
The Relationship between EFL Learners' Self-Regulation and their Listening Comprehension	Mohammad Ali Fatemi, Maral Alishahi, Maryam Noori Khorasani, Monir Seifi	2014	Self-regulation
A Cognitive Perspective on Language Learners' Listening Comprehension Problems	Christine Goh	2000	Using direct strategy and indirect strategy
Learners' Perceptions of Listening Comprehension Problems	Ali S. Hasan	2000	Pre-listening information about the text, use of experience and background knowledge of the topic to understand the spoken text
Effect of Listening Proficiency on Types of Listening Strategies Used by Iranian EFL Learners	Hossein Ali Manzouri, Amir Shahraki, Seyyed Ali Fatemi	2016	Metacognitive Strategies
Explaining Listening Comprehension among L2 Learners of English: The Contribution of General Language Proficiency, Vocabulary Knowledge and Metacognitive Awareness	Yun Wang, and Jeanine Treffers-Daller	2017	Metacognitive awareness
A Serial Ordering of Listening Comprehension Strategies Used by Advanced ESL Learners in Hong Kong	Ming Yee Carissa Young	1997	Planning, self-monitoring, self-evaluation, elaboration.
N = 11			



Annex 12:

Table of Listening Solutions related to the Subcategory *Cognitive Strategies*

Name of the Study	Author/s	Year of Publication	Subcategory Cognitive Strategies
Listening Comprehension Strategies of Arabic-Speaking ESL	Fouad Abdalhamid	2012	Cognitive strategies
Towards Understanding Listening Comprehension in EFL Classroom: The Case of the Saudi Learners	Farah Bano	2017	Dictation, partial dictation.
Improving High School English Language Learners' Second Language Listening through Strategy Instruction	Karen A. Carrier	2003	Strategy Instruction
Listening Strategy Instruction: Exploring Taiwanese College Students' Strategy Development	Ai-hua Chen	2009	Strategy Instruction
EFL Listeners' Strategy Development and Listening Problems: A Process-Based Study	Ai-hua Chen	2013	Summarizing and note taking
A Cognitive Perspective on Language Learners' Listening Comprehension Problems	Christine Goh	2000	Using direct strategy and indirect strategy
The Effect of Note Taking vs. Summarizing Strategy on Iranian EFL Learners' Listening Comprehension	Mehri Khavazi, Mandana Yousefi, and Naeemeh Kharaghan	2018	Summarizing, note taking
Effect of Listening Proficiency on Types of Listening Strategies Used by Iranian EFL Learners	Hossein Ali Manzouri, Amir Shahraki, Seyyed Ali Fatemi	2016	Cognitive strategies



The Impact of Word-Recognition Practice on the Development of the Listening Comprehension of Intermediate-Level EFL Learners	Hossein Navidinia, Mohammad Mehdi Alidoost, Nargess Hekmati, Mohsen Shirazizadeh	2016	Trascribing (Word-recognition practice)
A Serial Ordering of Listening Comprehension Strategies Used by Advanced ESL Learners in Hong Kong	Ming Yee Carissa Young	1997	Note taking, deduction, transfer, resourcing, hypothesis testing, grouping, repetition, problem identification, translation, imagery, inferencing, summarization.
N = 10			

Annex 13:

Table of Listening Solutions related to the Subcategory *Socio-affective Strategies*

Name of the Study	Author/s	Year of Publication	Subcategory Socio-affective Strategies
Listening Comprehension Strategies of Arabic-Speaking ESL	Fouad Abdalhamid	2012	Socio-affective strategies
Improving High School English Language Learners' Second Language Listening through Strategy Instruction	Karen A.Carrier	2003	Strategy Instruction
Listening Strategy Instruction: Exploring Taiwanese College Students' Strategy Development	Ai-hua Chen	2009	Strategy Instruction
A Cognitive Perspective on Language Learners' Listening Comprehension Problems	Christine Goh	2000	Using direct strategy and indirect strategy
Effect of Listening Proficiency on Types of Listening Strategies Used by Iranian EFL Learners	Hossein Ali Manzouri, Amir Shahraki, Seyyed Ali Fatemi	2016	Socio-affective strategies
A Serial Ordering of Listening Comprehension Strategies Used by Advanced ESL Learners in Hong Kong	Ming Yee Carissa Young	1997	Uptaking, clarifying, reprise, feedback.
N = 6			



Annex 14:

Table of Listening Solutions related to the Category *The Use of Technology*

Name of the Study	Author/s	Year of Publication	Category The Use of Technology
English Songs as an Effective Asset to Improve Listening Comprehension Ability; Evidence from Iranian EFL Learners	Samira Rahbar, Samaneh Khodabakhsh	2013	English Songs
Using Digital Stories to Improve Listening Comprehension with Spanish Young Learners of English	Dolores Ramírez Verdugo, Isabel Alonso Belmonte	2007	Digital Stories
The Effect of Listening to English Songs on Iranian EFL Preintermediate Learners' Listening Comprehension	Mahin Rezaei, and Touran Ahour	2015	English Songs
Improving Students' Listening Skill by Using English Songs	Dadang Solihat, Prita Lusiana Utami	2014	English Songs
N = 4 studies			

Annex 15:

Table of Listening Solutions related to the Category *The Use of Methods*

Name of the Study	Author/s	Year of Publication	Category The Use of Methods
Effects of Cooperative Learning Method on the Development of Listening Comprehension and Listening Skills	Abdulkadir Kirbas	2017	Cooperative Learning Method
Computer-Assisted Language Learning for Improving Students' Listening Skill	Hassina Nachoua	2012	CALL (Computer-Assisted Language Learning) method
N = 2 studies			

Annex 16:

Table of Listening Solutions related to the Category *Others*

Name of the Study	Author/s	Year of Publication	Category Others
Improving Listening Skill of the Seventh Grade Students Using Games At MTsN Mojokerto	Hanna Andyani	2016	Tic-Tac-Toe, Running Dictation, and the Whispering Game
Towards Understanding Listening Comprehension in EFL Classroom: The Case of the Saudi Learners	Farah Bano	2017	Minimal pairs



Explaining Listening Comprehension among L2 Learners of English: The Contribution of General Language Proficiency, Vocabulary Knowledge and Metacognitive Awareness	Yun Wang, and Jeanine Treffers-Daller	2017	Vocabulary size, general language proficiency.
N = 3 studies			

Annex 17:**Glossary of Terms Used in the Secondary Review****Glossary**

This section contains a list of 30 terms used in this work which can be difficult to understand for the reader. Hence, definitions coming from the collected research articles, dictionaries, and other sources are provided in the hope of facilitating the readers' comprehension.

1. **Accent:** It is a “distinctive way of pronouncing a language, especially one associated with a particular country, area, or social class” (Oxford, 2019).
2. **Anxiety:** This is “an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future” (Cambridge Dictionary, 2019).
3. **Background Knowledge:** It can be defined as what the listener already knows which is going to be used as a basis for understanding the input.
4. **CALL (Computer-Assisted Language Learning):** “CALL is perceived as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of



material to be learned, usually including a substantial interactive element” (Davis, 2002, as cited in Nachoua, 2012, p. 1151).

5. **Cognitive Strategies:** They are problem-solving techniques which learners employ to handle learning tasks and facilitate the acquisition of skill or knowledge (Derry & Murphy, 1986, as cited in Abdalhamid, 2012).
6. **Communicative Competence:** It can be defined as “competence or ability to communicate. It concerns both spoken or written language and all four language skills” (Oxford, 1990, p. 7).
7. **Cooperative Learning Method:** “Sometimes called small-group learning, is an instructional strategy in which small groups of students work together on a common task” (Teacher Vision, 2019).
8. **Direct Strategy:** Teaching strategy that aims at improving strategy use and perception (Goh, 2000).
9. **Foreign Language:** It is a language learned in a context where just very few people use it. For example, English is a foreign language in Ecuador because here only some individuals speak it.
10. **Hesitation:** This is pausing before saying something else. It happens when the speaker does not know what to say next or when he is not sure about the correctness of the language that is going to be used. For instance, *Uhhh, two cups of rice.*
11. **Indirect Strategy:** Teaching strategy that has as its goal to raise learners’ metacognitive awareness related to L2 Listening (Goh, 2000).



- 12. Lingua Franca:** It is “a language used for communication between groups of people who speak different languages” (Cambridge Dictionary, 2019).
- 13. Listening Strategies:** They are “conscious means by which learners can guide and evaluate their own comprehension and responses” (Vandergrift, 1999, as cited in Navidinia et al., 2016, p. 176).
- 14. Long Term Memory:** It “refers to the storage of information over an extended period. If you can remember something that happened more than just a few moments ago whether it occurred just hours ago or decades earlier, then it is a long-term memory” (Cherry, 2018).
- 15. Metacognitive Instruction:** It refers to the teaching of metacognitive strategies.
- 16. Metacognitive Strategies:** They are processes that assist students to ‘think’ about their own ‘thinking’ or they are methods employed to help learners comprehend how they learn (Inclusive Schools, 2015).
- 17. Minimal Pair:** It is a pair of words with one single sound that differs making them distinct.
- 18. Primary Sources:** “Primary Sources are immediate, first-hand accounts of a topic, from people who had a direct connection with it” (Healey Library, 2019).
- 19. Reprise:** It consists in showing that the message was not understood.



- 20. Resourcing:** “Using target language reference materials such as dictionaries, encyclopedias, or textbooks” (O'Malley & Chamot, 1990, p. 232).
- 21. Running Dictation:** This is a game in which students work in pairs or in small groups. The first student runs to read the starting section of a text. Then, this person runs back and dictates what was written there to her/his classmate. Afterwards, they switch roles and the other student does the same with the next part of the text until the pair or group completes the whole passage. Lastly, the students who finish first and without mistakes win (British Council, n.d.).
- 22. Second Language (L2):** It is not a person’s native language or L1. It is a language learned in a context in which a considerable group of people use it. For instance, English is a second language for a Spanish speaker in the United States since in this context there is a big group of people who speak it.
- 23. Self-regulation:** It is the ability to devise feelings, thoughts, and actions resulting in achieving goals (Zimmerman, 2002, as cited in Fatemi et al., 2014).
- 24. Socio-affective Strategies:** They are strategies that are nonacademic in nature. Moreover, they include stimulating learning through the establishment of empathy between the student and the instructor. They involve factors like attitudes and emotions (Oxford, 1990).



- 25. Speech Rate:** “The perceived speed or slowness at which words are produced” (Goh, 1999, p. 21).
- 26. Strategy Instruction:** It means teaching someone listening strategies. For instance, summarizing or note taking.
- 27. Tic-Tac-Toe:** It is a game of two players, player *O* and player *X*. This people have to write their respective letters *O* or *X* in turns inside a space of a 3x3 grid. In the end, the player who makes a horizontal, vertical, or a diagonal line with three marks wins.
- 28. Transfer:** It means making use of information that one already has of a language to assist listening comprehension in another language (Young, 1997).
- 29. Visual Aids:** “Visual aids are things that you can look at, such as a film, model, map, or slides, to help you understand something or to remember information” (Collins Dictionary, 2019).
- 30. Whispering Game:** This game consists of a group of players whispering words or phrases into the ears of the people next to them until the last person hears the message. This player will have to say what he/she heard, so that everyone will notice if it is the same of what they heard or if it changed (Icebreaker Ideas, 2019).

