Listening Comprehension Problems with English lectures

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Abstract
    The purpose of this study is to investigate learners' listening comprehension problems with Englishlectures. The study was guided by research question (What are the listening comprehension problems learners have with lectures in English).Furthermore; the main significant goal were declared through conducting this study, as well as providing some procedures of distribution the questionnaire of the study.Moreover, it presents several definitions of listening. This study definitely depends on questionnaire instrument to gathering the required data. The participants of the study were 30 learners completed their secondary school and joined at the college. Based on the findings among the five factors (text, speaker, task, environment, and listener) that affecting listening comprehension. The study showed that the most frequently factors among the respondents is the task factor followed by speaker factor then the listener factors and the least two factors were the text and environment factors. Results also showed that learners' encountered problems related to learners accent and speech rate new vocabulary items and unfamiliar topics.

مشاكل الفهم والاستماع مع المحاضرات باللغة الإنجليزية

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خلاصة البحث
    الغرض من هذه الدراسة هو دراسة مشاكل الاستماع والفهم المتعلمين مع المحاضرات باللغة الإنجليزية. واستدلت الدراسة على سؤال البحث التالي (ما هي المشاكل الاستماع والفهم المتعلمون مع المحاضرات باللغة الإنجليزية). علاوة على ذلك؛ تم توضيح الهدف الرئيسي من خلال هذه الدراسة، فضلا عن تزويد بعض إجراءات في توزيع استبيان كذلك، فإنه يعرض عدة تعاريف من الاستماع. هذه الدراسة تعتمد بشكل مطلق على أداة الاستبيان لجمع البيانات المطلوبة. حيث كان المشاركون في الدراسة المنجزة (30) مشتركا كمل ومدارسهم الثانوية والتحق في الكلية. واستنادا إلى النتائج بين العوامل الخمسة (النص واللغة، والمهمة، والبيئة، والمستمع) التي تؤثر على الاستماع والفهم. أوضحت الدراسة أن العوامل الأكثر شيوعا بين أفراد العينة هو العامل مهمة تليها عامل المتكلم ثم عامل المستمع وأقل عاملين هم عاملي النص والبيئة وكذلك وأظهرت النتائج أن المتعلمين واجهو مشاكل متعلقة بلهجة المتعلمين وزيادة معدل المفردات الجديدة وكذلك الموضوعات غيرالمألوفة.

CHAPTER ONE
INTRODUCTION
Statement ofproblem1.1
The students in Iraq may face problems on scientific faculties as well as experiencing daily problems with lectures in English. Their problem initiated from different sources; the lack of sufficient exposure to the English language and appropriate preparation, and the lack of proper training in their previous degree.
Those students continually keep on expressing their inability to understand the lecture either the words or the accent of the lecturer that restrain their comprehension process. In other words, their inability to comprehend a lecture raises the level of anxiety and hampers their academic progress.

1.2Research Objective
The objective of this study is to:
-Investigate learners' lecture listening comprehension problems with lectures in English.
Research Questions1.3
The following research question will be investigated in the study :
    1. What are the listening comprehension problems learners face with English lectures ?
Significance of the Study 1.4
This study aims at providing educational systems administrators and language researchers, examiners as well the students themselves a clear vision about learners' listening comprehension problems with English lectures, hoping that they will take into consideration the role they can play in changing and developing language teaching procedures applied at schools and universities in a matter that can enhance language proficiency and assist student excelling in academic comprehension. As well, the purpose of this study is assisting and fulfilling learners' needs. Through accomplishing such goals, learners' language proficiency which will definitely assist theirlanguage improvement.
1.5The Hypothesis
The present study hypothesized that listeningproblem with English lectures has affect in
.students learning at the college of Computer Science
1.6Procedures of the study
    Procedures of the present study can be summed up as following:
1- A questionnaire is conducted by the researcher to identify listening problems with English lectures.
2- The sample of the study is non –randomly selected.
3- The questionnaire applied through distributed the questionnaire on the sample of the study in order to give their opinion on its items.
4- Validity and reliability of the questionnaire are computed,
5- Results are presented by using suitable statistical devices.
6- Conclusion andrecommendations are put forward.

CHAPTER TWO
THEORATICAL BACKGROUND
 2.1Definition of listening
Previous scholars have confronted problem reaching to a stable definition of listening. WolvinandCoakley (1996 cited in Abd El- Al, 2002: 23) indicated that "the definition of listening continues to be in the developing stage". However, Howatt and Dakin (1974: 54) defined listening as" the ability to identify and understand what others are saying. This process involves understanding speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning ."
Rost (2002: 3), also agreed on the role of listening as comprehending what speakers say, yet adding the role of imagination and empathy to the process by defining listening as, "a process of receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning, and creating meaning through involvement, imagination and empathy   ."
Although listening is considered complex to be defined, McErlain (1999: 78), provided another definition engaging the role of communication in the listening process between the sender and the receiver, "listening to a language can be defined as the ability to receive and decode oral communication by processing a language sample. Listening is a two-way process, involving reception, or the decoding of input, and producing, involving, predicting and compensation   ."

2.2 Listening in Language Learning Theories
Listening has been verified to be a skill transferred with no training required to promote mastering of learners' mother language (L1). As a child, in his earlier years, listening and adhering to whatever he/she hears from the surrounded people and environment, will gradually permit his inception of acquiring the language.
According to Krashen's (1985: 67) input hypothesis, he asserted the important role of listening through explaining that; when a listener receives consistent comprehensible input (symbolized in listening and reading) and makes a concerted effort towards retention he is able to gradually transfer the obtained input into intake. Here the learners' efforts or attention to the input is what facilitates the mental processes which allow this conversation from input into intake to occur and has meaning.
In Krashen's theory, he believed that as long as the learner receives comprehensible input, he/she will become competent in the new language. Long (1985: 379) indicated the role of teachers "modified teacher input will enhance comprehension, and enhanced comprehension will in turn promote acquisition."
Vandergrift, (1999: 168) confirmed the imperative role which listening plays in language acquisition "it is now generally recognized that listening comprehension plays a key role in facilitating language learning."

Listening is as important as speaking, writing and reading and should be enhanced throughout learners' learning phase. Hence, improving listening comprehension before pushing speaking skills would certainly help those who are really trying to get ahead in the acquisition of a foreign language. Therefore, to obtain a successful verbal communication, teachers must begin with listening, as a certain degree of listening competence is needed before one can truly experience real communication.

2.3 Factors Affecting Listening Comprehension
Listening comprehension in SL/FL classrooms or lectures has been restrained and undermined due to several factors, Flowerdew, (1994: 30) andBrown (1991: 171) indicated some of these factors that can inhibit or debilitate non-native English speakers' ability to comprehend academic lectures presented in English medium universities, organized as following:
- Learner deficiency in skills related to general L2 listening comprehension.
- Difficulties posed by the unique demands and features of academic lectures.
- Learners' lack of awareness of lecture organization.

On the other hand, Goh (1999: 361) and Rost (1990 as cited in Yousif 2006: 35) stated various factors influencing EFL learners' listening comprehension, "linguistic ability, ability to guess the meaning of unfamiliar terms, ability to use verbal and non-verbal strategies to compensate for gaps, ability to infer meaning, ability to take notes, failure to understand the main points and logical arguments."

These factors were organized into five categories according to their common characteristics. The categories were related to; the speaker, the text, the task, the environment and the listener. The categories and individual factors identified under each category are presented below. Their concept is based on the notion that when listeners know something about their own strategies, problems, and attitudes they will be able to improve their listening practices and become better listeners (See Table 2.1).

Table 2.1: Goh's listening comprehension affecting factors.

No	Factors	Category	Descriptions
1.	**Text**	a) Phonological modification	Features that might make it difficult to divide streams of speech, such as linking, stress.
		b) Vocabulary	The presence of familiar/unfamiliar content words. This includes English idioms, jargon and academic terms.
		c) Speech rate	The perceived speech or slowness at which words are produced.
		d) Type of input	Effects of features related to specific text type, such as lectures, TV/radio news broadcast, stories, face to face conversation.
		e) Sentence length and complexity	Sentence types, such as simple sentence or long complex ones with embedded clauses.
		f) Visual support	Pictures, handouts, captions, subtitles that support the spoken text.
		g) Signposting and organization.	The presence of macro and micro discourse markers.
		h) Abstracts and non-abstract topics.	Abstract topics dealing with concepts compared with those that describe events, people or objects.
2.	**Speaker**	a) Accent	This is related to where a speaker comes from. Many students felt they have particular problems understanding English speakers in Singapore who speak English?
		b) Competence in speaking	The speaker's command of English, overall fluency and their ability to interest listeners or facilitate their comprehension.
3.	**Task**	Sufficient time available for processing	Time available between processing one part and the next or before responding.
4.	**Environment**	Physical conditions	The presence of noise, the acoustics in a room or the loudness of the input.

5.	**Listener**	a) Interest and purpose	This is related to whether the information is crucial to the listeners or can generate sufficient interest in them to continue listening.
		b) Prior Knowledge and experience	This includes specific knowledge about the topic being talked about.
		c) Physical and psychological state	Fatigue, nervousness, anxiety, impatience, feeling relaxed and calm.
		d) Knowledge of context	A general sense of what the spoken input is about.
		e) Accuracy of pronunciation	Listeners who themselves do not pronounce certain words accurately may have problems recognizing these words when the speaker says them correctly.
		f) Knowledge of grammar	The ability to parse long complex sentences.
		g) Memory	The ability to retain what is heard or processed.
		h) Attention and concentration	The ability to direct one's attention to the task at hand, and not to be distracted or discouraged when understanding is not immediately forthcoming. *(Goh,1999)*

2.4Comprehension Demand of Academic Listening

Listening comprehension is a sophisticated and active skill; however, listening to academic lectures is quite more difficult than listening to normal social conversation in favor of the load of information provided and the accuracy of responding or interacting with the speakers.Flowerdew (1994: 24) asserted the necessity of listening skill in academic environment as an important element of learning "*academic listening skills are essential components of communicative competence in a university setting.*"

Moreover, Kuo (1993: 70) emphasized the crucial need of listening competency fornonnative learners who wish to continue their studies abroad and attend a vast number of lectures presented in English. Hence, Han (2007: 9) indicated that SL/FL learners meet challenging situations and obstacles in comprehending lectures. He stated that "academic listening and speaking skills represent a complex and problematic task for L2 students." Most of learners' problems with academic comprehension are regarded to several factors:

- Most pre-college English programs for non-native speakers emphasize conversation training. Little attention has been paid to listeninglecture. (Kuo,1993: 70)
- Learners who enroll the college society without having developed essential, critical listening skills or who have not had ample practice speaking in large and small groups will find themselves disadvantaged.
- The demanding role of academic listeners in recognizing macro-structural items in a text, synthesize information across clues and being able to place lecture information in their own words. (Hansen and Jensen,1994: 450)

- Learners continuance attitude in listening, in lectures, only to the words and concentrate on understanding the grammar of the language used, rather than focusing on the message conveyed by the lecturer.

 Exposing to variety of lectures with different styles, accents and pronunciation features, "unfamiliar accents cause difficulty in comprehension." (Eisenstein and Berkowitz, 1981; Smith &Bisazza, 1982; Anderson-Hsieh and Koehler, 1988 as cited in Flowerdew, 1994,: 45).

      Therefore, scholars have advised that L2 learners must be assigned for several courses with programs providing aware work for academic requirements; writing, reading, speaking and listening, in English that prepares them to obtain success in their academic life.

CHAPTER THREE
METHODOLOGY
3.1Research Design
As this study was a case study based on investigating learners' listening comprehension problems with Englishlectures which affect negatively on their academic achievements. This study will definitely depend on questionnaire instrument to gather the required data and achieve valid information provided from the participants.

The questionnaire Stated different factors that can affect learners' listening comprehension with Englishlectures adapted from Hassan (2000) research's classification of these factors which resemble Goh's (1999) factors as well, (See Table 3.1). They were related to the text, the task, the speaker, the listener and the environment. Subjects should respond to 20 statements in five Likert Scale ranging from strongly agree to strongly disagree with the statements.

Table 3.1: Classifications of Factors Affecting Listening Comprehension.

Factor	Numbers	Statements
Text	1,2,3,8,11	1- Unfamiliar words interfere with my listening comprehension. 2- Difficult grammatical structures interfere with my listening comprehension. 3- I find it difficult to interpret the meaning of a long spoken text. 8- I find it difficult to understand lecturers' speech which is full of hesitation and pauses. 11- Visual clues help me understand the spoken text (pictures, diagrams, charts, videos, etc).
Speaker	9-10	9- I find it difficult to understand the meaning of words which are not pronounced clearly. 10- I find it difficult to understand well when speakers speak too fast.
Task	4-7	4- I find it difficult to predict what speakers are going to say for the title of spoken text. 5- After my lecturer stop talking I find it difficult to predict what will come next. 6- I find it difficult to hold a discussion after the lecturer stop talking. 7- I find it difficult to write a summary of the lecturer spoken text.
Environment	20	20- I find it difficult to understand the lecture in crowded, hot rooms.

Listener	12-19	12- I find it difficult to get a general understanding of the lecturer's spoken text from the first time. 13- I feel nervous and worried when I do not understand the spoken text. 14- I find it difficult to answer questions which require other than a short answer in the lecture (e.g. why or how questions). 15- I find it difficult to understand the lecturer's spoken text which is not of interest to me. 16- I find it difficult to understand the spoken text if I get distracted with peers discussions. 17- I find it difficult to understand spoken text when I am daydreaming. 18- I find it difficult to understand the topic if it is totally new to me. 19- I find it difficult to understand long, complex sentences.

Participants3.2

The population of the study is first year students from department of computer/ college of science / University of Baghdad.Participants of the study were 30 learners who completed their secondary school and joined at the college of Computer Science at University of Baghdad. The lectures of students were presented in first language (L1), except of those specialized in primary and secondary schools.

3.3 Face Validity

Validity is the first aspect to be checked when constructing any type of testing. It refers to "the extent to which an assessment measures what it is supposed to be measured". Instrument validity is a reflection how well it measures what it is designed to measure (Bergam, 1981:150).

Face validity is the best type of validity in case of self-rating (Nunnally, 1972:353). It is secured if the list of items appears to measure what is intended to be measured (Ebel, 1972:78).

Accordingly, the questionnaire is exposed to (6) experts in the field of ELT to decide its face validity (see table 3.2). The validity of the items of questionnaire is found out by using the percentage of agreement, where the items are proved to be valid by (100%) of agreement.

Table 3.2

	Academic Rank	Name	College
1	Professor	Al-Rifai, FatinKhairi	College of Education Ibn Rush\Baghdad University PH.D. in ELT
2	Assistant Professor	Saed, Muayyad Mohammed	College of Education Ibn Rush\Baghdad University PH.D. in ELT
3	Assistant Professor	Al-Khafaji, Saad	College of Education Ibn Rush\Baghdad University PH.D. in Literature
4	Instructor	Al-zubaidi, Ali Arif	College of Languages\Baghadad University PH.D. ELT
5	Instructor	Heijel, Mansour Kadhim	Ministry of Education PH.D in ELT
6	Instructor	Mahdi, Ahmad Abd Al-Wahab	College of Media\Al-Iraqia University M.A. in ELT

3.4 Reliability of the questionnaire

Reliability is one of the necessary characteristics of any good test. It refers to consistency of measurement which makes validity possible and indicates the amount of confidence that can be placed in the results of a test (Oller,1979:4). "It is the actual level of the agreement between the results of one test with itself" (Davies, et.al., 1999:168).

A sample of (30) computer science students who are non-randomly selected from 2nd Al-ResafaDirectorate. Data obtained by the researcher through using Alfa cronbach formula, it is found out that the computed value is (9,59) which is considered to be acceptable since it is more than the tabulated value(3.14) under level of significance (0,05) with degree of freedom (19) (Mehrens and Lehmann, 1991:113).

3.5 Scoring Scheme
The scoring scheme adopted in the present study depends on rating scale of five points: Strongly agree (5), agree (4), do not know (3), disagree (2), and strongly disagree(1).

CHAPTER FOUR
FINDINGS CONCLUSION AND RECOMMENDATIONS
4.1Factors Affecting Listening Comprehension .
        Based on the distribution of the questions in the questionnaire, the first section is concerned with factors affecting listening comprehension. There arefive factors: the text, the task, the speaker, the listener and the environment. The results of the participants' responses are presented in the form of tables. Each of the factors has been analyzed in terms of the overall responses of theparticipants according to the value of its mean, frequency and percentages.

4.2Text Factor Affecting Listening Comprehension
        Table (4.2) below presents the findings oftext factor that affects listening comprehension.

Table 4.2: Participants' responses to Text Factors

NO	Statement	Lirket Scale					Mean
		SD.	D.	U.	A.	SA.	
1	Unfamiliar words interfere with my listening comprehension.	3 10%	7 23.33%	6 20%	7 23.33%	7 23.33%	3.26
2	Difficultgrammatical structures interfere with my listening comprehension.	0 0%	8 26.66%	7 23.33%	13 43.33%	2 6.66%	3.30
3	I find it difficult to interpret the meaning of a long spoken text.	3 10%	4 13.33%	11 36.66%	7 23.33%	5 16.66%	3.23
8	I find it difficult to understand lecturers' speech which is full of hesitation and pauses.	1 3.33%	5 16.66%	14 46.66%	6 20%	4 13.33%	3.23
11	Visual clues help me understand the spoken text (pictures, diagrams, charts, videos, etc).	9 30%	5 16.66%	11 36.66%	2 6.66%	3 10%	2.50
Average							3.10

        The average usage for text factors by the respondents has the mean value of 3.10. Based on the results, the highest text factor statement selected by the participants is "Difficult grammatical structures interfere with my listening comprehension." which is also known as directed attention and recorded the highest mean value of 3.30 representing the majority of the respondents which is 50% answered agree and strongly agree. Then, this item was followed by the statement "Unfamiliar words interfere with my listening comprehension" as second highest text factor affecting listening comprehension and also known as selected

attention, which recorded the mean value of 3.26 and 46.66% of the respondents agreed and strongly agreed.

On the other hand, the lowest mean value recorded for text factor is 2.50 for the statement "Visual clues help me understand the spoken text (pictures, diagrams, charts, videos, etc.)." whereby 16.66% of the respondents agreed and strongly agreed.

4.3 Task Factor Affecting Listening Comprehension

Table 4.3 represents the findings of the task factor affecting learners' listening comprehension. Based on the results, there were four statements which represent the task factor affecting listening comprehension.

Table 4.3: Participants' Responses to Task factors

NO	Statement	Likert Scale					Mean
		Strongly Disagree	Disagree	Undecided	Agree.	Strongly Agree	
4	I find it difficult to predict what speakers are going to say for the title of spoken text.	0 0%	3 10%	8 26.66%	11 36.66%	8 26.66%	3.80
5	After my lecturer stop talking I find it difficult to predict what will come next.	1 3.33%	6 20%	8 26.66%	11 36.66%	4 13.33%	3.36
6	I find it difficult to hold a discussion after the lecturer stop talking.	1 3.33%	0 0%	13 43.33%	9 30%	7 23.33%	3.70
7	I find it difficult to write a summary of the lecturer spoken text.	1 3.33%	5 16.66%	4 13.33%	17 56.66%	3 10%	3.53
	Average						**3.59**

The highest statement selected by participants is "*I find it difficult to predict what speakers are going to say for the title of spoken text.*" Which recorded the highest mean value of 3.80 and 63.32% of the respondents agree and strongly agree whereas only 10% answered disagreed and strongly disagreed. Then followed by the statement "*I find it difficult to hold a discussion after the lecturer stop talking.*" which recorded the mean value of 3.70 and 53.33% of the respondents agreed and strongly agree.

On the other hand, the lowest mean value recorded among task factor statements is 3.36 for the statement "*After my lecturer stop talking I find it difficult to predict what will come next.*" whereby 50% of the respondents agreed and 26.66% of the respondents were undecided and the remaining 23.33% disagreed and strongly disagreed.

Speaker Factor Affecting Listening Comprehension 4.4

The speaker factor which affects learners listening comprehension was presented in the questionnaire in two statements which had the mean value of 3.24 of the participants' responses. Based on the results, in Table 4.4 the highest speaker factor statement that was selected is the statement "I find it difficult to understand well when speakers speak too fast" which is also known as directed attention and it recorded the highest mean value of 3.26 representing the majority of the respondents which is 56.66% answered agree and strongly agree.

Table 4.4: Participants' Responses to Speaker Factors

NO	Statement	Likert Scale					Mean
		Strongly Disagree	Disagree	Undecided	Agree.	Strongly Agree	
9	I find it difficult to understand the meaning of words which are not pronounced clearly	3 10%	8 26.66%	4 13.33%	9 30%	6 20%	3.23
10	I find it difficult to understand well when speakers speak too fast.	2 6.66%	7 23.33%	4 13.33%	15 50%	2 6.66%	3.26
Average							3.24

Whereas the second statement recorded as the lower selected statement with 36.66% of the participants' responses who strongly disagreed and disagreed.

4.5 Listener Factor Affecting Listening Comprehension

Based on the eight items representing the listeners' factor affecting listening comprehension, there is a significant difference both in the mean value and percentage of the reported most agree on and disagree on by the respondents.

Table 4.5: Participants' Responses to Listener Factors

NO	Statement	Likert Scale					Mean
		Strongly Disagree	Disagree	Undecided	Agree.	Strongly Agree	
12	I try to guess the content from the speakers' facial expressions and body language.	0 0%	6 20%	10 33.33%	12 40%	2 6.66%	3.33
13	I try to understand the content by my experience and what I heard.	4 13.33%	13 43.33%	7 23.33%	6 20%	0 0%	2.50
14	I remember an idea which the lecturer is pointing to through making a mental picture of a situation.	1 3.33%	2 6.66%	11 36.66%	14 46.66%	2 6.66%	3.46
15	I find it difficult to understand the lecturer's spoken text which is not of interest to me.	2 6.66%	5 16.66%	4 13.33%	17 56.66%	2 6.66%	3.40
16	I find it difficult to understand the spoken text if I get distracted with peers discussions.	2 6.66%	4 13.33%	15 50%	7 23.33%	2 6.66%	3.10
17	I find it difficult to understand spoken text when I am daydreaming.	10 33.33%	6 20%	6 20%	5 16.66%	3 10%	2.50

18	I find it difficult to understand the topic if it is totally new to me.	2 6.66%	2 6.66%	4 13.33%	20 66.66%	2 6.66%	3.60
19	I find it difficult to understand long, complex sentences.	5 16.66%	3 10%	5 16.66%	14 46.66%	3 10%	3.23
	Average						**3.14**

The listener factor had the mean value of 3.14 as shown in Table 4.5. 63.32 % Respondents selacted to the statement "I find it difficult to understand the topic if it is totally new to Me." with 19 of them answered agree and strongly agree. On the other hand, two statements were recorded with the lowest mean value of 2.50. These statements are "I try to understand the content by my experience and what I heard." and "I find it difficult to understand spoken text when I am daydreaming   ."

4.6 Environment Factor Affecting Listening Comprehension

Regarding the findings in Table 4.6 there is only one item representing the environment factor that affect listening comprehension. 36.33% of the participants agreed and strongly agreed whereas 30% of them disagreed and strongly disagreed .

Table 4.6: Participants' Responses to Environment Factors

NO	Statement	Likert Scale					Mean
		Strongly Disagree	Disagree	Undecided	Agree.	Strongly Agree	
20	I find it difficult to understand the lecture in crowded, hot rooms.	7 23.33%	2 6.66%	10 33.33%	10 33.33%	1 3.33%	2.86
	Average						**2.86**

4.7 The Most Frequent Factor Affecting Listening Comprehension

The data shown in table 4.7 below provides an overview of the factors that affect learners' listening comprehension as classified by Goh (1999); text factors, task factors, speaker factors, listener factors and environment factors. Mean values were calculated to determine to what extent each factor affects participants' listening comprehension with lectures in English.

Table 4.7 Summary of Frequency to Factors Affecting Listening

NO	Factors Affecting Listening Comprehension	Mean
1.	Text Factors	3.10
2	Task Factors	3.59
3	Speaker Factors	3.24
4	Listener Factors	3.14
5	Environment Factors	2.86
	Average	**3.18**

Based on the analysis of the findings represented in Table 4.7, the average usage of all factors is 3.18. it is found out that, the most frequently factors which affected learners' listening comprehension with lectures in English, among the respondents is the task factors with mean value of 3.59, followed by speaker factors with the mean value of 3.24 then the listener factors with 3.14 mean value and the least two factors were the text factors with a mean value of 3.10 and environment factors with a mean value of 2.86.

4.8 Conclusion

The researcher reaches to the following conclusion,college students have problems in listening skill that are represented by text, speaker, task, environment, and listener. These problems can be overcome through literatures have been studied previously in the second chapter.

This study used the questionnaire that stated different factors that can affect learners' listening comprehension with Englishlectures. Based on the analysis of the findings among the five factors affecting listening comprehension. The most frequently factors which affected learners' listening comprehension with lectures in English among the respondents is the task factor followed by speaker factor then the listener factors and the least two factors were the text and environment factors   .

4.9 Recommendations

The researcher recommends the following:

-1Further studies need to identify other variables that may account for L2 learners' college academic listening comprehension but were not detected through the present study. Such as different lecturers' presentation styles by comparing two groups; each group is taught with different style.

-2AStudy should be conducted to investigate learners listening comprehension problems with Englishlectures presented by only native speakers, in order to find out whether they still encounter the same results or initiate new problems.

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