

Difficulties' Bangla Medium Students Face in Listening Comprehension in ESL

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## **Dedication**

I would like to dedicate my thesis

To my parents for supporting me all the time and for making me capable of  
reaching to this position in my life.

Without them, it would not be possible for me.

I would also like to dedicate this work to my family  
for their love, support and for their belief in me.

## **Acknowledgement**

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## **Declaration**

I, Shireen Afroz, declare that this research paper and the all the work involved in it, is done by me. I have contributed my best knowledge and experience what I learned before. The reference part of the work holds evidence of acknowledgment of taking help from other source and information. Nothing has been included without referring to the source. I, hereby, confirm that this is completely an original work that not has submitted anywhere before.

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### **Abstract**

The aim of this study is to investigate core problems in listening comprehension encountered by Bangla medium school students of our country who are learning English as a second language (ESL). This study also tends to give explanation and suggestions to fight against these problems. Therefore, this research paper tends to look into learners attitudes, difficulties, and obstacles in achieving ESL listening comprehension skill. This speak will try to find out following thesis questions;

- a) What are reasons behind students from Bangla medium education system face more difficulties in listening comprehension, especially in native like discourse, comparatively the other language skills?
- b) How movies or the videos (not made for the educational purpose, rather for entertainment) can help in improving native like listening skill?

The results of the study revealed that students face various difficulties when listening to native English or English's because of several reasons such as unfamiliar vocabulary, colloquial expression, and different range of accent, speech rate, and learner the obstacle and so on. The research was concluded that students from Bangla medium can improve their listening skill if they with proper training and teaching materials such as language lab, regular listening practice and listening evaluation test at the end of the academic session. This paper also recommended teachers and educational institutes to include speaking and listening skills in their curriculum and teach different listening learning strategies such as; Top-down, Bottom-up, Listening for Answers, Taking Notes, Talking About New Words etc.

Keywords: Listening comprehension, difficulties, reasons, videos.

### **Difficulties' Bangla Medium Students Face in Listening Comprehension in ESL**

Listening is one of the most to skills of language learning. Without focusing on it, language learning is incomplete. But it was neglected by the linguistics sight until 1960s, when oral language learning was getting the significance. Later on, in 1982 and 1988 respectively Krashen's (1982) ideas about comprehensible input and James Asher's (1988) Total Physical Response put the foundation to listening skill. In Krashen's comprehensible input hypothesis, he said listening competence is not just an important skill; it is also needed to improve other skill of learners such as improving speaking skill, learning pronunciation, knowing the new vocabulary and so on. According to Rost (1994), learner learns more from taking input and most effective way to intake new information is listening to authentic language, exactly what we do in our first language acquisition. But if listening cannot help, then language learning will be fossilized after a certain stage. Therefore, the significance of listening skill is as essential as other language skills (such as reading, writing and speaking).

#### **The purpose of the Study**

The primary purpose of this study is to identify the reason why students of secondary Bangla medium school fail to achieve even the beginning level of proficiency after studying English for ten years. The study also seeks to compare the strategies used by the advanced and intermediate listeners with those of beginner level listeners. This paper will examine the data gathered for the study through getting answers the following research questions:

1. What are the reasons behind students from Bangla medium education system face more difficulties in listening comprehension, especially in native like discourse, comparatively to the other language skills?
2. How movies or videos (not made for the educational purpose, rather for entertainment) can help in improving native like listening skill?
3. What are the strategies that ESL learners use while listening to an authentic text in English?

#### **The significance of the study**

This research work is conducted to investigate the shortcomings of different government or low standard Bangla medium school in teaching English to their students. It is also a recommendation to the government schools to improve their academic curriculum, teaching aids and standard of teaching for the sake of learners and their further study. It also helps Bangla medium school teachers to know their responsibility and improve their teaching skill and lesson accordingly. It is also important for students, which will let them know about the prominent reasons behind their problems in listening comprehension and how to overcome these problems. It is equally important for the researcher who wishes to conduct researches on different issues related to the difficulties of listening comprehension in future. The finding of the study will also

be significant to those who are directly or indirectly involved in ESL listening comprehension teaching and learning.

### **Operational Definitions:**

#### **English as a Second Language (ESL):**

According to Clement (2007), when English is learned for the purpose of fulfilling the educational and commercial need, learner has to have communicative knowledge in that language. It is part of globalization. All around the world many countries declared English as second language. One of most important criteria of ESL is –it as considered in school and colleges with equal importance as one’s native language, There is no option of passing examination eliminating that language. In our country, English is a second language so that students of our country obligate to learn this language.

#### **Listening comprehension:**

In a very general meaning, listening comprehension refers to understand what is heard. Hamouda (2013) defined that listening comprehension is the ability to repeat a text that heard by listener, though the repeat text may be not exactly same as text that heard in first place. O’Malley, Chamot, and Kupper said that "listening comprehension is an active process in which the listener constructs meaning through using cues from contextual information and from existing knowledge while relying upon numerous strategic resources to perform the task requirement" (as cited in Ahmadi, 2011,p.7)

#### **Listening strategy:**

Listening strategy, as Richards & Schmidt (2010) defined, is a conscious plan that decides how to deal with certain incoming speech and elicit desired information from it through tackling listening obstacle such as speed of delivery, accent, distracting noise and so on.

#### **Direct method:**

Sauveur and Franke (1826-1907) proposed that classroom instruction should be given in target language so that learner gets a habit of listening to the language and feel the emergence of knowing it. This is how cognitive progress on the language will take place. This method replaced Grammar Translation Method (GTM) which imposed on the use of native language in the classroom and teaching language through translation and rigid memorization. By the time passes, the researcher found out that it is one of the reasons why a learner cannot think in the second language. The researcher of the paper also agreed to the fact. Thus, she suggests using the direct method in every language classroom regardless whether it is in English medium context or Bangla medium context.

**Secondary level students:**

In the academic system, secondary level refers to students of sixth grade to tenth grade. In this research, the researcher refers to ninth and tenth-grade students as secondary level students and conducted the research with their respond analysis.

**Summary:**

This study investigates the problem Bangla medium secondary level students (grade ix and x) faced in understanding spoken text in English. The summary of the study is designed to give a brief for the quick overview. The study is developed through five essential chapters. The Chapter one is about the introduction of the study. Here the researcher talked about background, scope, context and rationale of the study in terms of Bangladeshi students need. It is also included some important definition of terms which will be necessary to understand the following analysis, results, and findings of the study. Chapter Two is an insight into related literature. The chapter three is a discussion and explanation of the method and instruments used to gather data and the significance of selecting certain methods and instruments. The chapter four is about findings that came out after all the examination and analyze. The final chapter gives a conclusion to the study including various important recommendations, limitations of the study and other suggestions that will help to get rid of particular listening problems in future in the similar research context.

### **Literature review**

This chapter deals with information of the studies, theories, hypotheses and research conducted by experts or other researchers in the field of listening comprehension. This chapter is designed with all essential data related to this study which provides significant insight for the current study. This chapter is divided into six interrelated sections. Section one discusses the major difficulties that faced by the learner of different languages around the world in ESL or EFL listening comprehension. Section two discusses listening comprehension process of the learner. Section three provides common problems in understanding listening comprehension face by ESL and EFL learner all around the world. Section four presents various listening learning strategies uses by the successful learner. Section five talks about how the listening skill can be taught by implementing various method and strategies, though prime role of teaching is played by language teacher. The last section includes Bangladeshi learner background in listening skill and how their condition is now.

#### **Major difficulties in Listening comprehension:**

Growing need of knowing English has been made it important to learn English by people around the world. People from different nations have their own mother language and learning English as a second language which is not very easy for people of any country. Language learning involves a number of skills, for example - reading, writing, speaking and listening. Among these skills, listening is considered to be most difficult to teach as it involves with lots of sounds and expressions that may be totally new for the particular listener. Being one of the most difficult skills, listening is being neglected in many of the educational institutes. For example, in our country where reading and writing in English is taught for 12 years while listening is never considered to be taught in the classroom. As a result, most of the students have difficulties in understanding native like discourse. Though the situation is improved in many English medium schools, students from Bangla medium schools still lack this opportunity. Many researchers conducted many studies to find out listening comprehension difficulty in their particular context. For example, An exploration of L2 listening problems and their causes (University of Nottingham.), Factors Affecting College EFL Learners' Listening Comprehension and Listening Problems ( by Janet Yu-gi Chao, NCUE Journal of Humanities), Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review (Published by Canadian Center of Science and Education ). These studies found out some common problems that can arise difficulty in learners' listening comprehension which are; Speech rate, Unknown vocabulary, Complex grammatical structures, Long spoken texts, Contraction/slang expressions, Pronunciations/accents, Spoken text contains idioms, Utterances contain slang expressions.

### **Listening comprehension process**

Listening comprehension is a complex process where listener intakes words or sounds he or she hears through a complicated process and converts those inputs into the meaningful chunk. This process requires proper attention and multiple functions of the brain. Richard Nordiques (2007) noted that Listening is the active process of receiving and responding to spoken (and sometimes unspoken) messages. Poet Alice Duer Miller (2015) explained that listening is not like speaking and writing, listener can listen like a blank wall where every words comes like mere noise or like a splendid auditorium where every sound comes with rich and vivid illustration. He also asserted that listening is more than just comprehending. On the other side, Sheila Steinberg (2007) defined listening as listening is more complex than merely hearing. According to him, it is a process that consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding. The stages occur in sequence but we are generally unaware of them. This process involves three mandatory step and two optional steps. First four steps are – hearing, receiving, attending, understanding which takes place sequentially. The last two steps are responding and remembering which do not certainly follow in every listening process. The first step is hearing. It is the most prominent stage of the listening process because for the entire process of listening input is needed, and hearing is the physiological process of receiving input. People who have hearing problem cannot process the follow-up stages only because they cannot conduct first stage-that is hearing stage. But the receiving, the second stage, is different in a way that receiving doesn't mean random hearing like first stage rather it means the focused hearing which needs the highest percentage of concentration. This stage is as important as input in data processing in the computer. We can compare listening process with computer function. Until brain receives the sounds, it cannot start processing of listening. Similarly computer cannot work until CPU receives the instruction. The third stage 'attending' identifies the 'accuracy of receiving'. 'Attending' actually distinguishes sounds from the words and categorizes the received data into the sub-category. Richards (1990) specified that listeners are selective, they simply do not hear everything with same attention, and they choose their way of listening according to their purpose, for example, listening to gist, listening in details and listening to reproduce (Cited as in Listening: theory and practice in modern foreign language competence). The fourth stage involves in 'understanding' the received input. This is a complex stage for L2 learners. It is because in this stage listeners try to match the words with context and their own previous knowledge. They find out that the particular sound or vocabulary or sentence pattern is unfamiliar to interpret. Even sometimes it becomes more difficult for poor hearing; for example, hearing the word 'hair' instead of 'here', because of their similar pronunciations. The fifth stage is responding stage, it is not a necessary stage until listener or speaker requires any feedback. Sometimes speaker wants to know if listener understands and sometimes listener himself wants to share his own opinion, in that case responding stage takes place.

The final stage is remembering. It is said that in second language learning attempt of remembering hamper listening process and memory takes automatic input if listening is comprehensible. This is one of the crucial processes of listening. This stage stores new information in our brain and compares familiar knowledge with previous one and refines the knowledge evaluating both of them.

### **Listening comprehension strategies:**

Listening strategies are techniques that consciously and particularly designed for the language learner to facilitate their learning and for becoming the more effective learner. In 1975, the concept of language learning strategies was first introduced after undertaking a research on language learner who successfully achieved the listening skill. It is because there is a thought that the methods or techniques used by good language learner can help other learners with same language learning situation. Thus, language learning strategies are processes or devices that a successful learner uses to facilitate his learning. It can entirely be a new style developed by learner himself or it can be a proved strategy used by good language learners. The importance of the use of learning strategy is beyond description. Depending on overall language learning factors, different researchers classified language learning strategy in different way. For example, O'Malley and Chamot (1990) classified language learning strategy in three types: Metacognitive strategies, Cognitive strategies, Social/affective strategies. Metacognitive strategies are related to thinking, planning, monitoring and self-evaluation of the learning process. Cognitive processes are involved in the more mental task such as interpretation, the transformation of knowledge, comprehension and acquisition. Social strategies refer to knowledge or learning that takes place from social interaction and socio-cultural knowledge. Similarly, Rebecca Oxford (1993) classified learning strategy in six types: Cognitive, Mnemonic, Metacognitive, Compensatory, Affective and Social. Thus, listening as a language skill is incorporated with some strategy which can help learner listening comprehension more effectively. While listening, how listener processes language input is the significant portion of strategic learning. Depending on data receiving, listening strategy can two types: Top-down and Bottom-up. Top-down strategy refers to recollecting old knowledge to predict new one. The bottom-up strategy is opposite to top-up strategy. In this strategy, learner listens to new information carefully and stores them into memory. At the same time, in order to extract meaning from text, a learner can use three listening strategies which are; listening for gist, listening for specific information and listening for detailed understanding.

### **The teaching of listening skill**

Teaching listening is quite a new concept introduced in late 19th century. Before introducing this concept, listening used to be considered as a natural skill that is developed by learners subconsciously and does not need any strategic teaching. Though this assumption is believed to be true for children and learner who gets exposed to that particular language before their puberty, this is not the case actually. In the case of children, they also get trained while

learning their native language, though the training is not explicit or official still it occurs. But the same sort training is unable to teach listening learning to adult because according to critical period hypothesis people lose their automatic language learning ability after puberty. This is one of the reasons why adults do more struggle in learning language than the children. Listening is a mental process which gathers meaningful idea as input; it rejects what is unknown and creates curiosity to know the unknown. Listening process is same for every language, but the difference between first and second language depends on survival, need, atmosphere and frequency of practice. For example, when a learner learns the first language he or she also goes through lots of error – correction sessions. Thus, alike first language listening learning we need lots of practice and error-correction sessions in the second language learning too. Listening can be taught in the classroom by demonstrating common listening problems, how to avoid those problems and strategic teaching like not to concentrate on every word rather try to understand the whole idea, not to be frustrated by seeing unknown words rather try to guess the meaning by relating with whole sentence or passage, trying to follow with listening signals and so on.

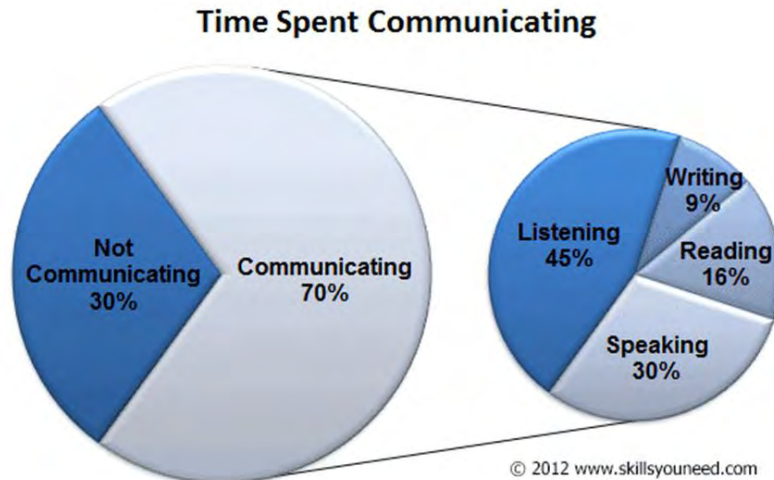
Kurita (2012) said learners usually find it difficult to understand a spoken text because of their improper strategy of listening. According to him, teaching listening means guiding and demonstrating students to change their listening habit or practice into more effective one. According to Vilar-Beltrán (n.d.), a language teacher has two essential roles in classroom teaching; one role is to create comfortable atmosphere under which learning can take place. It helps igniting inspiration in learners to learn. This is the social and emotional side of teaching. The second role is to insert knowledge in learners through the various methods such as the drill, peer work, group work, listening workshop, listening lab activity, task oriented listening, weekly movie presentation and so on.

In recent decades, professional from the different fields such as arts, psychology, and sociology investigated listening learning process. Among them, Morley and Lawrence (1971), pointed out some general principle of teaching listening comprehension such as having well-designed listening teaching lesson plan , arranging organized and careful plan for carrying out lessons, having conscious memory task , initiating prediction and interpretation teaching training, providing immediate feedback to motivate students to involve in further listening task etc.

### **Common problems in learning to listen**

Listening comprehension is undoubtedly unavoidable part of learning the second language. Not only for the second language, has listening skill had the foremost significance in first language learning. We know, as a child, we first learn to listen, then to speak, then to read and eventually to write. The following diagram shows the percentage of listening with other language activity in terms of everyday context.





The importance of listening has been recognized by many professionals, organizations and influential individuals. Brown (1998), a pioneer of listening research, has noted that listening play most important role in learning a language. He added that listening is the foundation of all life-long communication and all other language activity such as reading, writing and speaking (as cited in Michael Purdy, n.d, p.102). In spite of it is playing very important role in overall language learning process; listening as a skill, which should be taught seriously, is not considered to be taught in many educational institutes. In order to teach listening properly, obstacles of it should be found and resolved. By the recent decades, many researchers worked on the listening problem and according to them, there are some common problems in English that make it difficult to learn. Goh (1999) had given a list of problems that usually hinders learners' way of listening comprehension. Those are - 1. Forgetting - when someone is new in any language learning, he/she finds it difficult to remember what he /she heard just now. They forget what they heard with a blink of eyes, regardless how hard they tried to remember it. 2. Not recognizing word- it is one of most common problems that faced by learners. Many of studies showed that the learner agreed that they usually don't recognize a known word when it is heard in context. But they do not feel any problem in recognizing that word when it is said isolated or written. 3. Not understanding inner message- learners of second language mostly think of the second language on a very surface level, they are unable to understand the intended meaning of the message. 4. Taking too long time to understand- ESL listeners usually take more time to understand one part of speech and their concentration on that part make them neglect the next part. Goh (1999) named those problems as potential problems of a second language learner. Like Goh (1999), Underwood (1989) proposed the major problems of learning listening as following- limited vocabulary, inability of coping up with the speaker's speed of delivery of a speech, losing concentration, problems of inferencing, presupposition, and interpretation, lack of English listening habit and so on. After analyzing various studies on problems faced by learner while listening, researcher has given the following issues;

**Trying to understand every word:**

Listening is integrated skill instead of isolated. If a learner tries to understand every word of he listens, he will end up misleading and frustrating himself. It is rather he should listen to the whole chunk carefully, not being worried of knowing the meaning of the unknown words; then he will be able to understand the whole thing by guessing the unknown words. Listening strategies are to solve these sorts of problems, they guide and teach learners how to self-control while listening.

**Gradually losing of interest:**

Listening is really an interesting thing when something we listen we understand that. Every learner at the beginning of any listening task tries very hard to understand what they are listening, but if they once do not understand anything or feel it is boring, they lose their interest in listening instantly. As discussed in process of listening comprehension, paying attention is the most important part of listening. If learners do not pay attention to listening task, they will never able to comprehend. In order to overcome these problems, experts suggest pre-listening vocabulary session before every new topic.

**Problems with the different accent:**

In this world of globalization, people around the world are speaking in English whether as their native language or second or foreign language. But people, who speak it as their second or foreign language, are somewhat not capable of learning the exact accent. Therefore, they are speaking it with their own accent and adding different type's pronunciation and sentence structure in it. Thus, this mixed accent creates problems for learners to understand.

**Historical background of English Listening skill in Bangladesh**

Like many other colonized countries, the English language leaves its footprint in our country after the British rule of 200 years. Though the status English held at that time is changed by the time passes, still English is ruling on us. English is, now, the official second language of our country and becomes a compulsory subject in our national curriculum till twelve grades. But in a developing country like Bangladesh with less effective teachers and the shortage of teaching aids, it is difficult to teach English. Most of the educational institutes in Bangladesh are not able to teach English properly after the long 12 years of teaching. Writing and reading might be taught with certain traditional methods, but speaking and listening stays unnoticed and untouched. But the situation is changing now; students from English medium are learning English with all four skills proficiently even in their beginning level. While, on the other hand, Bangla medium students of advanced level are good in listening skill along with other skills, but the situation of beginning ,secondary and intermediate level students are not satisfactory.

## **Methodology**

### **An Introduction to the chapter:**

This chapter is designed to discuss participants, procedures, methods, and strategies used to conduct the overall research and how those methods were used to elicit the particular data. As the overall purpose of this study is to investigate the core obstacles that make English listening comprehension difficult for Bangla medium students of Bangladesh and to initiate some solutions to get over this problem. This study planned to accomplish these purposes by the instrumenting qualitative method of research such as investigating multiple case studies related to the topic to reach in depth information.

### **An overview of the research design:**

After analyzing previously published studies, it is found that most of the studies related to L2 listening comprehension are conducted in the qualitative process. It is due to immeasurable nature of listening comprehension skill. From the analyses of previously published studies, it is also found that none of the earlier researchers have worked on listening difficulties of Bangla medium students in Bangladesh.

As this paper's aim is to find out the basic problems that - why students find it is difficult to understand native like English whether it is on TV and other source or in real life. That is why; the researcher started the procedure with a listening test. A total of 30 Bangla medium students of beginning level from different schools were selected for the test. After the listening test, they were asked to complete the questionnaire with 15 questions. In order to investigate what are the obstacle in the path of their listening skill, their English teachers were asked complete a questionnaire in the process of interviewing.

### **Participants:**

Data were collected from two groups of participants'; thirty ESL students and ten teachers from different Bangla medium schools of Dhaka city. The ESL learners were secondary level students who had their earlier degree (primary degree) from Bangla medium curriculum too. The language teachers of different school were asked and interviewed to know about the educational system of teaching English. Most importantly, the population of the study was chosen randomly from science, commerce and arts department.

### **Instruments:**

#### **Listening test:**

For sake of knowing current listening problems of ESL learners of Bangla medium curriculum, a listening test was designed by the researcher. The duration of the listening test was 40 minutes long including 10 minutes of transfer session and 10 minutes of feedback session. The listening test covers four separate audio clips. Though the listening test was taken from three

separate times with three groups of students from different schools, the audio clip, listening session, answer transfer sessions and feedback sessions were same for all. The four sections of the listening test were designed as following. In section one; there was the recording of a conversation between two people set in an everyday context (e.g. a conversation in an accommodation agency). In section two is a monologue set in an everyday social context (e.g. a speech about local families). The section three had a monologue on an academic subject (e.g. a university lecture). The section four was a conversation between up to four people set in an educational or training context (e.g. a university tutor and student discussing an assignment).

The test was designed in a way where students are asked to listen to chosen audio clip carefully and then answer some simple questions on the test paper. The difficult part of the test was listening part where learners hear native English language. The whole process of the test was loosely controlled by the researcher because of getting naturalistic data, without any manipulation, which was the supreme target of the researcher. But while designing and conducting the test the researcher has to face two challenges. Firstly, it was difficult to know whether the designed test was too easy or too hard for the target group. The second challenge was regarding their cognitive process of listening. It is really difficult to judge their listening skill with the result of the test because learners effective filter such as nervousness, inattentiveness were incorporated with them while taking the test.

#### **Follow-up-questionnaire:**

When the concrete listening test was taken, the earlier selected students were asked to fill up the questionnaire. A questionnaire is a tool that elicits the target people's feelings, beliefs and attitudes towards the certain topic. This questionnaire is classified in 4 sections which in total have 14 different categories of questions such as –open-ended and close-ended questions, self-monitory based questions and multiple choice questions. At the very beginning of the questionnaire, there is a brief introductory part which let people know about the purpose of the survey and give them a pre- knowledge about the whole idea of the questionnaire. Thereafter starts the question-answer sections. The first section is about participants personal information, for instance; gender, age, grade. This section consists of four questions including "Date". The next is known as yes-no questions or close-ended question where the participant only can agree or disagree, there is no other option to give the opinion. The is section has nine questions. The third section is the self-evaluating section where the participant is supposed to judge different listening skill levels and his obstacles of learning listening. The last section consists of three open-ended questions. Therefore, this questionnaire is designed in order to know learners attitude, their motivation, their proficiency level according to them, and their problems and so on.

**Teacher's questionnaire –cum- interview:**

This questionnaire –cum- interview as a procedure of data collection was designed and conducted by the researcher after few weeks of listening task has been taken place. This is an oral interview where teachers were asked fill up the questionnaire and elaborate some of this questions orally. The questionnaire consists of fifteen question where they were asked to tell about their experience of teaching English, what method or strategy they use while teaching and to give the opinion on their students' proficiency level.

## Results

This chapter includes the ethnographical analysis of the data collected through the research procedures discussed in methodology chapter (chapter 3). The results and result related discussions are divided into three sections. The first segment discusses the results found from listening test that conducted on population chosen for the study. The second segment reports the finding of the follow-up-questionnaire held with 30 ESL students chosen for the study. The third segment includes finding results from teachers' questionnaire-cum-interview. It deals with teachers, in another word, institutional drawbacks and shortcomings those are responsible for the lack of proficiency in the L2 listening skill of Bangla medium learner.

### Results gathered from the listening test:

The main purpose of conducting a listening test among the population (loosely chosen) was to find out the basic problems Bangla medium students face during their listing task. They were given four different sorts of audio-record comprehending task where they were asked to listen to the audio clip and provide their answer. The listening test had a four section respectively sequenced as easy section, medium section, hard section and very hard section. The titles were given in terms of speed rate, accent and complexity of sentence pattern of the oral text of the each audio clip. Approximately, 40% of students was in average level in the test, 20% of students scored good marks and rest of the students were between below average to very low competent in understanding audio clip. Mostly, they did well in the first section where the audio clip had a slow speaker. Respectively, the more standard was the test reached, the less they able to identify the text content. The precise result of the finding is given below;

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**Table 1**  
**Result of listening test**

---

Listening Test	Good	Average	Below average
Section 1 (easy)	19	7	4
Section 2 (medium)	14	9	5
Section 3 (hard )	10	13	8
Section 4 (very hard)	8	9	13

---

The numerals indicates the number of students

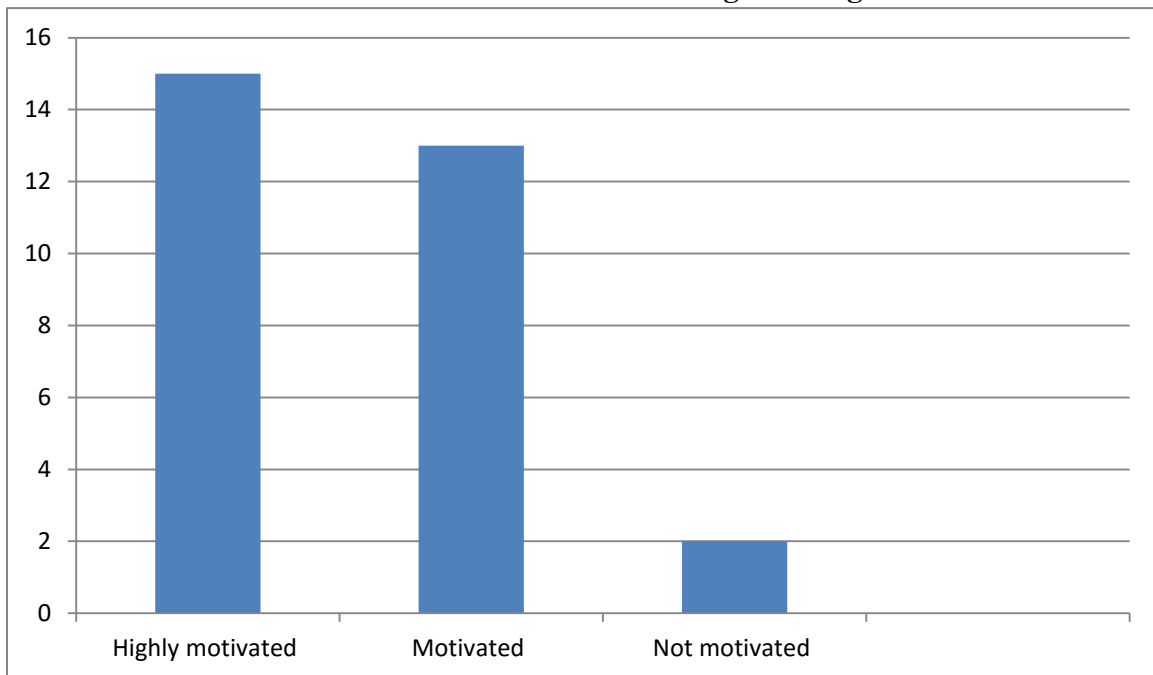
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### Result found from the questionnaire:

In the first segment of the questionnaire, the students were asked to respond to some basic information about them. For example, why learning listening comprehension is important and why they feel motivated to learn it. All of them agreed mostly they are interested in L2 listening skill because of their education and career purpose .but they also wanted to be proficient in listening in L2 so that they can enjoy movies, series, news and all the knowledge all around the world. Then, when they are asked to evaluate themselves as the listener, more the 78% of the total students rated their listening skill as 'low' or medium level. Only less than one-fourth quarter of the students confidently said that they are good in listening skill. After analyzing their response on first four questions which were targeted to elicit their attitude and motivation towards learning listening skill below table is developed;

**Diagram 1:**

**Students' attitudes towards learning listening skill**

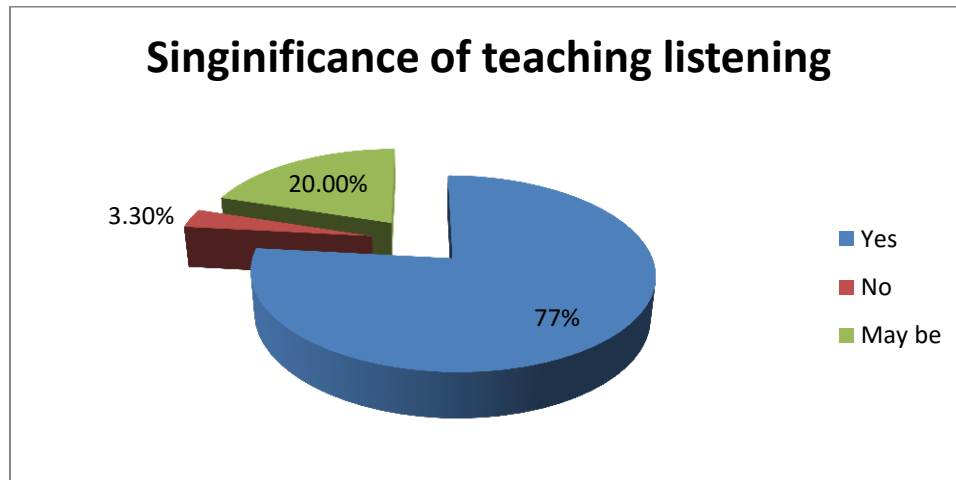


The table illustrates that 15 students out of 30 (which refers to 50% of total students) said that they are highly motivated to learn listening for their personal development, such as knowing the culture, enjoying the literary work and to have good command on the language, and educational assistance. In the second place, 13 students out of 30 (which refer to 43% of total students) were motivated to learning listening comprehension for getting good grade and good job. In the third place, 7% of students (which refer to 2 students out of 30) have shown indifferent attitude towards learning listening as a skill in the classroom. They think that listening comprehension is not a skill that can be taught. To the sum up, it can be said that the first group of students have

integrated motivation towards the listening, while the second group of students is instrumentally motivated towards learning listening in the classroom context.

Important information needed to though the survey how not having listening comprehension in can hamper our daily life.

**Diagram 2**



These percentages in the diagram are loosely established from collected data on particular inquisitive. This table is a reflection of learner mind and how they think of L2 listening skill. Find out the answer to this question was important in order to know about affective filter or motivation of learning. Affective filter hypothesis was established by Stephen Krashen's. According to this hypothesis, non-linguistic variables such as motivation, anxiety, self-doubt and mere boredom interfere with the process of acquiring or learning the second language. Therefore, as this table illustrates, 77% (which means 23 students out of 30) of students realize the significance of learning listening in their life, but they argue that even if they have the urge to learn they fail because of lacking of opportunity in their classroom context.

The next item of questionnaires' was to inquiry about their educational background and institutional atmosphere .they was asked questions like;

Was listening taught in their educational curriculum?

How were they taught L2?

What was the medium of teaching?

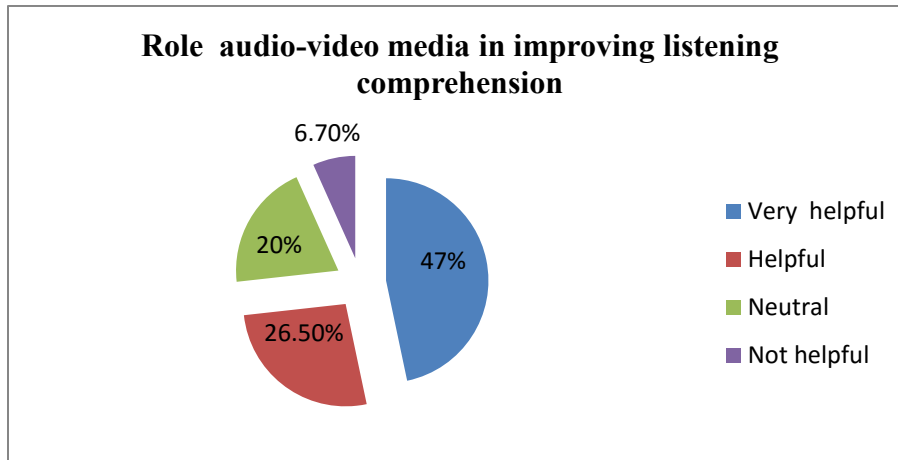
Do they teach any listening strategy?



This domain of analysis comes out with huge disappointment. They all are from Bangla medium school and their teachers followed the GTM method of teaching, thus their learning of ESL was mostly confined in reading and writing. GTM or Grammar Translation method was developed in the early 1500s. In grammar translation method, language is taught focusing on reading and writing skill, thus speaking and listening skills are being ignored. Therefore, students from Bangla medium school get minimal opportunity to learn to listen in their class which is one of the biggest reasons why most of the students of Bangladesh face difficulty in listening comprehension. This domain of questionnaire also finds out that two-third of the total sample doesn't know about any listening strategy. This indicates that highest percentage of students is not are of listening strategy and its use in learning to listen.

In the last segment where students were asked to mark the problems that they think the reason for their shortcomings in listening comprehension, almost students agreed that Speech rate, Unknown vocabulary, Complex grammatical structures, Long spoken texts, Contraction/slang expressions, Pronunciations /accents, Spoken text contain idioms are basic difficulties. In addition, they said lack of exposed to the target language is also one of the major reasons of their low listening proficiency. In this segment when they were asked that whether watching movies and listening to songs can improve their listening, they agreed to the fact. But most of them agreed that as they are beginning level learner videos or songs with subtitle are more effective for them than without subtitle .many of them also said that they love to watch English movie and it is one of the motivations behind their fascination to learn English listening comprehension.

At the end of this section, students are asked about their thinking towards independent learning and self-evaluating. Listening can be learned by learners own effort. If they watch English news ( BBC,CNN), watch English movie with or without subtitle and listen to music , they can improve their listening proficiency. To gather information related to this inquiry, learners were asked three question (Question no-2,7 and 14 in appendix 2).The result is shown through following diagram:

**Diagram 3**

From the chart it is understood that 47% (14 students out of 30) students agreed in independent learning and they said they are already learning independently and improving their listening skill by doing so. According to 26.6% (8 out of 30) students, learning through watching movies and listening to music can be helpful and they are looking forward to use this strategy. Six out of 30 students have given a neutral attitude. The rest of the students disagreed as they think; it is not a quick solution of the problem.

#### **Findings from teacher interview:**

The questions that were asked to teachers give a significant vision in the study. Most of the questions asked of the teachers were about their teaching and teaching assistance. After analyzing their responses, reasons are clearer. The highest percentage of teachers blames the education system for low management. They asserted that teaching system did not allow them to initiate teaching listening. The table below is loosely designed result of teacher's opinion in interview

**Table 2**  
**Data collected from teacher interview**

Statement	Yes	No	Sometimes	Very often
Syllabus was relevant to teaching listening	1	6	1	2
Study equipment was sufficient		8		2
Listening teaching was motivated by educational curriculum		10		
Medium of teaching was English	2	4	3	1
English teaching was integrated (all four skill included)		10		
Arrangement of listening test was good enough		10		

Note: The numbers here suggest the teachers'

### **Discussion and Recommendation:**

#### **Academic Recommendations of the study:**

The overall analysis of this study suggests a number of implications for classroom teaching, especially in Bangla medium schools.

#### **Recommendation for academic institute and government:**

Since the trained teachers are found better in effective teaching skill, government or educational institute should arrange training for the students. Special seminars and Different kinds of national and international training on listening skill should be arranged for L2 teachers. Lack of sufficient teaching aids also one of the reasons of learners difficulty in learning, so different modern teaching device such as multimedia, theatre, and listening equipment should be provided for learner active and authentic learning.

#### **Recommendation for teachers:**

Firstly, as the cause analysis showed that lack of communicative language teaching is mostly responsible for students' early listening comprehension difficulties, the teachers, especially Bangla medium school teachers, should take the more active step towards communicative teaching rather than rote memorization. Secondly, lack of motivation hampers students' way of learning listening. Teachers should increase learners' interest to learn to listen and use listening strategies. To do this, the educational curriculum should include listening as one of the mandatory parts of teaching English. It means that educational curriculum should include a test where students' listening skill can be examined. Thus, teachers will be inspired to teach English listening skill. Thirdly, teachers should make teaching atmosphere comfortable for learning, manage proper use of teaching aid and teach 'listening learning strategies' that can improve the proficiency level of learners. This study also revealed that learners though using listening strategies like top-down (using background information to predict the meaning) and bottom-up (focusing on understanding at a sound or word level) are unaware of the term and its importance.

Therefore, the teacher should help students to know and use the listening strategies for more effective learning.

#### **Limitations of the study:**

This study could have been more fairly judged analysis if there were not some limitations. Firstly, the numbers of subjects used for the data collection are not enough to represent all Bangla medium students. They are chosen from different schools situated in Dhaka city where education, may be, more advanced from other small cities. Therefore, this study will not be able to properly present the actual situation of all Bangla medium students around the country. Again,

if it could include listening comprehension ability of students from English medium schools, it would be helpful to show how students of Bangle medium schools are deprived of proper opportunity and what are reasons make this huge difference in proficiency of them. Secondly, because of lack of proficiency or experience of the researcher in conducting research might be failed to point out the more crucial conclusion of the study.

### **Conclusion:**

The aim of the study was to find out and elaborately discuss the reason behind Bangla medium students' lacks of listening proficiency. To achieve the goal ,an analysis of the literature was conducted, focusing on listening comprehension level, problems faced by ESL students while learning to listen, reason of their problems, overview of their educational systems and its contribution to their listening learning and its influence on their further learning.as it is a qualitative analysis ,a questionnaire for students, an interview session for teacher and a listening test were used as a measuring tool to gather information related to study.

The study seeks to find out general listening issues faced by students while listening English in Class lecture or as audio or video clip. In the chapter four researcher of the study has successfully found out the basic reasons which concluded that there are not enough teaching and teaching materials for Bangla Medium ESL students to improve their understanding and skill of listening properly.

And the second thesis question was to find out whether Bangla medium students are interested in learning through media like-movie, serial and news. After the analysis, it is revealed that learners also agree to the fact that watching English movie and listening to music can help them practicing listening .thus, they prefer to have language lab and more active teaching of listening along with other skills.

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**Appendix -1**  
**Listening Test**

Section 1: Questions 1 – 8 (Complete the form below)

PACKHAM'S SHIPPING AGENCY – customer quotation form

*Example*

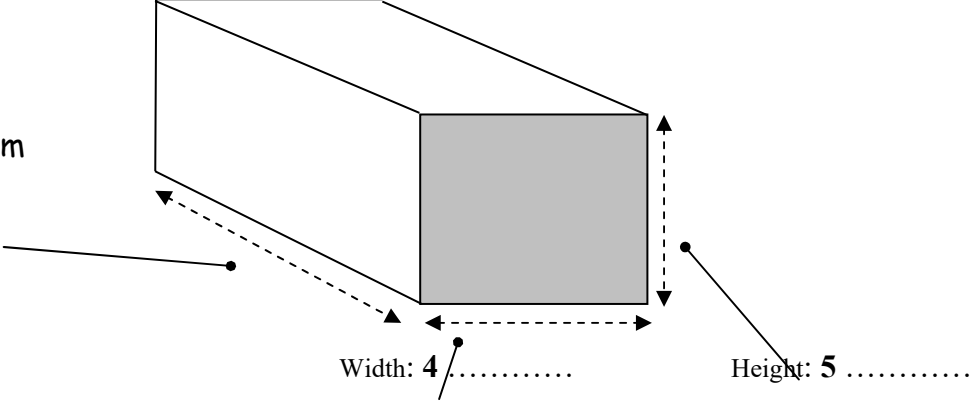
Kenya....

Name: **Jacob 1** .....

Address to be collected from: **2**

Postcode: **3** .....

Size of container:



Length: **1.5m**

Width: **4/**.....

Height: **5** .....

Contents: clothes

**6** .....

Total estimated value: **8** £.....

Section 2: Questions 9 and 10(Choose the correct letter, A, B or C)

9 .Type of insurance chosen

- A. Economy
- B. Standard
- C. Premium

10. Customer wants goods delivered to

- A. port
- B. home
- C. depot



## Section 4: Questions 17 – 20 (Complete the table below)

Day	Time	Event	Venue	Ticket price
Monday and Tuesday	7.30 p.m.	'The Magic Flute' (opera by Mozart)	17 .....	from £8.00
Wednesday	8.00 p.m.	18 '.....' (Canadian film)	Cinema 2	19 .....
Saturday and Sunday	11 a.m. to 10 p.m.	20 '.....' (art exhibition)	Gallery 1	free

**Appendix-2****Questionnaire for students**

This questionnaire has been developed for the purpose of research titled as "Difficulties Bangla medium students face in listening comprehension". The questions here are designed to find out what are the problems students frequently encounter while they try to comprehend any oral text. This survey is completely developed for the research purpose; therefore the researcher gives you full assurance that your responses to the questions will be kept confidential.

Please answer the following questions.

Date: \_\_\_\_\_

Sex: Male \_\_\_\_\_ Female \_\_\_\_\_

Age: -----

Grade \_\_\_\_\_

1) Are you able to understand any spoken discourse in English?

- i. Yes
- ii. No

2) Do you try to pay attention to every word, when you listen anything in English?

- i. Yes
- ii. No

3) Do you feel distracted if you do not understand every word of the speech?

- i. Yes
- ii. No

4) Was listening taught in your school?

- i. Yes
- ii. No

5) Do you consider that the practice or training should be initiated in schools to teach listening comprehension?

- i. Yes
- ii. No

6) Do you watch English movie or news or listen to music?

- i. Yes
- ii. No

7) Do you think movies or news or other entertaining shows can help you in improving your listening comprehension?

- i. Yes
- ii. No

8) Do you encounter problems in understanding English movie without subtitle?

- i. Yes
- ii. No

9) Do you use any Listening strategies to control your listening so that you can get the only your needed information?

- i. Yes
- ii. No

If yes, name some of them;

.....

10) How do you evaluate your listening skills?

- i. High
- ii. Medium
- iii. Low

11) As an ESL student, what motivates you to learn listening comprehension from the following?

(You can tick more than one option)

- i. Passing examination
- ii. Understanding teacher's lecture
- iii. Using English with others
- iv. For improving your other language skills
- v. Getting good jobs
- vi. Watching TV shows

12. Do you think it is a disadvantage that your academic curriculum does not have any listening based teaching?

- i. Yes
- ii. No

13) What are the key issues, you think, that hinder your listening comprehension?

(Just tick beside yes or no)

- i. Speech rate: Yes \_\_\_ No \_\_\_
- ii. Unknown vocabulary: Yes \_\_\_ No \_\_\_
- iii. Complex grammatical structures. : Yes \_\_\_ No \_\_\_
- iv. Long spoken texts. Yes \_\_\_ No \_\_\_
- v. Contraction/slang expressions: Yes \_\_\_ No \_\_\_
- vi. Pronunciations / accents: Yes \_\_\_ No \_\_\_
- vii. Spoken text contains idioms. Yes \_\_\_ No \_\_\_
- viii. Utterances contain slang expressions. Yes \_\_\_ No \_\_\_

12) Suppose there is a movie with no subtitle and you are not able to understand some scenes. Properly, then how will you will manage to understand the whole movie,

- 1. You will keep that scene as not understandable
- 2. You will relate the situation with other scenes
- 3. Another method like..... you encounter a person who can speak English but have very poor listening comprehension, what will you suggest for him?

.....  
.....

14) Do you belief that English medium students are more efficient in language learning than Bangla medium students?

- i. Yes
- ii. No

If yes, explain your reason to say so,

.....

## Appendix-3

**Questionnaire for Teacher**

This questionnaire has been developed for the purpose of research titled as "Difficulties Bangla medium students face in listening comprehension". The questions here are related to English Listening Comprehension teaching in the Bangla medium schools of Bangladesh. Thus, there are some questions on Bangla medium school way of teaching listening. The researcher gives you full assurance that your responses to the questions will be kept confidential.

Thank you for your cooperation!

Name \_\_\_\_\_

Designation \_\_\_\_\_

Full Time / Part Time Teacher \_\_\_\_\_

Male /Female \_\_\_\_\_

Year of teaching \_\_\_\_\_

Academic qualification \_\_\_\_\_

Name of institute \_\_\_\_\_

Please tick (✓) the right answer

1. Choose the level you teach most:

Beginning \_\_\_ intermediate \_\_\_ upper-intermediate \_\_\_ advanced \_\_\_\_\_

2. Rank the skills you teach most often in an academic year:

1 = Mostly; 2 = Second most; 3 = Third most; 4 = Least

i. \_\_\_ Writing

ii. \_\_\_ Reading

iii. \_\_\_ Listening

iv. \_\_\_ Speaking

3. How relevant is the syllabus to teach English listening comprehension? ot at all

i. a little



- ii. fairly much
  - iii. very much
4. Do you teach listening as a discrete skill or integrated with other skills?
- i. As a discrete skill
  - ii. Integrated with other skills
5. How often you arrange exercise of listening skill of English language in your class?
- i. Frequently
  - ii. often
  - iii. occasionally
  - iv. rarely
  - v. not at all
6. What kinds of listening materials do you use in academic language teaching? (Check all that apply)
- i. Textbooks with audio tapes and videos
  - ii. Textbook without audio tapes and videos
  - iii. Textbook with audio tape only
  - iv. Textbook with video only
  - v. Teacher-produced materials
  - vi. Other (Please specify):
7. Is there any exam or test to evaluate students' listening progress in listening in the present syllabus?
- i. Yes
  - ii. No
8. How often you use English as a medium of classroom conversation? 100% times
- i. 50% times

ii. More than 50% times

iii. Less than 50%times

9. Did you undergo any training to teach the micro-skills of language at the secondary level?

i. not at all

ii. a little

iii. fairly much

iv. very much

10. Which of the following teaching aids and equipment are available in your teaching context?

You can tick (√) more than one

i. Black board

ii. Overhead projector

iii. Audiocassettes

iv. Video facility

v. Others (please specify

11. Do you teach listening strategies to help students to learn listening?

i. Very familiar

ii. Somewhat familiar

iii. Slightly familiar

iv. Not at all

12. How useful do you think listening strategy training is for your students?

i. Very useful

ii. Somewhat useful

iii. Slightly useful ot useful

13. Evaluate your students' different skills in English? (Tick (√) appropriate boxes)

Skills	Very good	Good	Medium	Weak	Very weak
Listening					
Speaking					
Reading					
Writing					