

IELTS LISTENING TEST: LISTENING COMPREHENSION DIFFICULTIES OF GRADE 11 STUDENTS

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ABSTRACT

In the listening comprehension process, it is natural for listeners to experience different challenges and issues, which at some point affect their ability to recognize information from listening, and many non-native English speakers find these problems as listening comprehension difficulties. In order to enhance students' listening comprehension, determining their listening comprehension difficulties can be very helpful and valuable. Thus, this study investigated the English listening comprehension difficulties of Senior High School students on the IELTS listening test. The study aims to determine students' listening comprehension difficulties when listening to native English speakers. The study's participants are Grade 11 students from Philippine Engineering and Agro-Industrial College, Inc., comprising 226 Senior High School Department students. The study utilized a survey questionnaire to inquire about the listening comprehension difficulties of the students when listening to native English speakers. The study found that five listening comprehension difficulties significantly impacted the participants' ability to acquire, retain, and interpret information when listening to English text. These difficulties included listener factors, linguistics, lack of concentration, word recognition, and speaker factors. The IELTS listening test is relevant in evaluating K-12 students' listening skills and enhancing their comprehension by identifying their listening comprehension difficulties.

Introduction

Listening is one of the skills of language communication. It is the first language ability that students learn before entering school, and through listening, they can internalize linguistic information, which is imperative in language production and other language skills. Listening allows students to become aware of the language and how it affects their communicative and cognitive skills. Likewise, students actively engaged in listening learn better and faster because listening helps them achieve a certain level of language proficiency. Most importantly, listening helps students acquire information, develop thorough knowledge, and accurately judge what they hear (Asemoto, 2015; Kazemi & Kiamarsi, 2017).

Moreover, it is believed that most language activities focus solely on evaluating productive skills rather than receptive skills like listening, mainly because most teachers claim that listening is unnecessary for classroom instruction. The lack of attention to listening has resulted in many listening comprehension problems (Wang, 2017). Osada (2004) debated that listening needed to receive more acceptance but was considered a passive skill that would develop without support. Listening is less valuable than speaking, reading, and writing. It is consistently shown in many studies that listening is the skill that most need to be made aware unaware of among the four language communication skills (Gilakjani & Sabouri, 2016). Gilakjani and Ahmadi's (2011) statistics showed how individuals use their communicative time; the average person spends 40–50% of their time listening, 20–30% speaking, 11–16% reading, and 9% writing. While in school, students spend 60–70% of their class time listening. The data showed that listening was all students' most crucial linguistic skill to acquire and develop.

Given its significance, many regarded listening as one of the most complex skills in English. Accordingly, listening is the most difficult communicative skill students must develop. Devine (1982) asserted that listening was the one system for absorbing new ideas and information. Listening provides the conditions for other language skills to grow and develop. It is an active process through which humans form meaning when they listen and link the information with existing knowledge (Hassan, 2000; Gilakjani et al., 2011; Namaziandost et al., 2018).

Related literature

Complex Nature of Listening

Asemoto (2015) and Rost (2002, cited by Gilakjani et al., 2016) discovered that listening as a language ability was more than just hearing spoken sounds or external noises; it is a process that involves recognizing, analyzing, and interpreting what listeners hear as well as what they already know. As being more challenging to manage since listening necessitates rapid processing with little to no opportunity to retrieve the verbal language again. Listening as a cerebral activity requires heavy cognitive work on the listener's behalf, such as deciphering the meaning of the words and activating prior information. In second language acquisition, the complex nature of listening was considered a collection of mechanisms for generating meaning and understanding spoken language. Similarly, Steinberg (2007) stated that listening requires the listener to go through the four stages of listening, such as sensing and listening attentively, understanding and interpreting, remembering, and responding. However, other scholars argued that the listening process was more than just evaluating students' thinking and how they internally inferred meaning. He also asserted that listeners were active, not passive, processors.

Furthermore, Jinhong (2011) believed that listening was not a linear process but a creative activity in which listeners construct and assign meanings based on the provided information or their experience and background knowledge. Jinhong's (2011) findings emphasized that in the process of listening, the listener must go through six phases to fully absorb the ideas coming from the speaker: hearing, understanding, remembering, interpreting, assessing, and, in some cases, responding. Hearing is the first phase, during which the listeners attempt to hear the external sound using their auditory organs. Then, the listeners try to understand and interpret the sounds they hear. Understanding is the name given to this level. The remembering phase occurs when the listeners recall what the speaker says. The following phase is interpretation, during which the listeners think about the message and provide the speaker with a response. Evaluation is the final step involving critical thinking (Saraswaty, 2018).

Listening Comprehension Difficulties

In listening, listeners may confront many obstacles or hurdles and impair their capacity to identify, analyze, and comprehend the meaning of external stimuli. Since listening is a complicated process of translating sounds into understandable words and information, many challenges can arise and make listening difficult for the listener. Some scholars like Takeno and Takatsuka (2007) believe the primary problems of language students are vocabulary, grammar, articulation speed, repetition, and auditory short-term memory. Hasan (2000) discovers that new words, grammatical structures, length of spoken sentences, clarity, and lack of interest are important issues that might delay or obscure the students' listening comprehension. Additionally, Goh (2000) perceives phonological and lexical problems as challenges that listeners face during the perception phase. These issues include high speech rates and unfamiliar vocabulary that may affect students' listening comprehension. Likewise, parsing problems such as syntactic and semantic matters may also occur. Students may quickly forget what they hear; therefore, they may fail to create a mental representation of the listening input.

Furthermore, many students needed help recognizing the overall structure of the ideas in a text. Many scholars highlighted different aspects of listening problems when listening. According to Gilakjani et al. (2011), unfamiliar listening topics could also hamper listening comprehension. In addition, studies from other researchers (Seferoglu & Uzakgoren, 2004) suggested that listening comprehension problems also included the type of listening materials to which the students are exposed. Azmi, Celik, Yidliz, and Tugrul (2014) discovered that the quality of recorded materials, cultural differences, accents, unfamiliar vocabulary, and length and speed of listening were the most critical factors influencing students' comprehension when listening (Vandergrift, 2004; Walker, 2014).

The findings of Bouach (2010) showed the importance of the speaker's pronunciation: pitch, intonation, stress, redundancy, and clusters all had a significant impact on how the listeners understood meaning. Moreover, in listening, the listeners' capacity to construct meaning relied on how they internally transformed external sounds into meaningful information. Furthermore, Vandergrift (2007) and Gilakjani et al. (2011) emphasized the significance of social context, communication functions, and linguistic discourse during listening. In addition, Goh (2000, as cited by Hamouda, 2013) described listening problems as internal and external characteristics that may interfere with text comprehension and real-life processing issues directly related to cognitive procedures that occur at

various stages of listening comprehension. Underwood and Kenworthy (1989, as cited by Quoc Tran & My Duong, 2015) enumerated some of the listeners' difficulties with listening comprehension. These difficulties included the failure to understand fast speech, to understand words when not repeated twice; limited vocabulary knowledge; failure to identify word cues if the speaker was moving from one topic to another; and lack of background knowledge about the topic. Moreover, these difficulties typically result in a low level of listening comprehension. Thus, listeners must be able to self-direct their listening because of the numerous variables that can alter and delay the comprehension process.

Methodology

The study is a descriptive survey. The researcher used an adapted survey questionnaire to investigate the listening comprehension difficulties of the study's students. Specifically, the survey questionnaire was adapted from the study of Asriati (2017) about the factors affecting the listening comprehension achievements of the students. The instrument was found to be relevant to the investigation of the listening comprehension difficulties of English language students. To ensure the instrument's reliability if could provide the expected set of data anchored to the study's goal, the researcher statistically validated the instrument for its adaptability to the study context. Thus, the instrument was modified based on the result of its content validity index and only included twenty (20) items.

A. Validity and Reliability of the Instruments

The survey questionnaire had been tested for validity and reliability before its implementation. It underwent pilot testing and content validity for each item's "relevancy" and "clarity." The reliability of the survey instrument is **.847 or 84.7%**. This means that the instrument could be used in the study. A large number of students helped the instrument acquire higher validity above 0.70.

Table 3.3 Reliability Statistics

Cronbach's Alpha		Number of Items	
0.847		20	
Scale Statistics			
Mean	Variance	Std. Deviation	N of item
62.9833	124.864	11.17426	20

B. Participants

The students of this study were the two hundred twenty-six (226) Grade 11 English language students at Philippine Engineering and Agro-Industrial College Inc. enrolled in Oral Communication (OC) subjects in the second quarter of the academic year 2022–2023.

The study has a population of 226 students from all six heterogeneous sections of Grade 11 students from various strands. In addition, the researcher used simple random sampling to select the population for pilot testing and the content validity of the survey instrument used. The researcher included ten percent (10%) of the total population in each Grade 11 section in Philippine Engineering and Agro-Industrial College, Inc. This phase included sixty (60) sample students, regardless of age, gender, or status, as long as they met the main criteria set by the researcher. Moreover, although the total class size of the remaining Grade 11 students was two hundred seventy-five (275), only two hundred twenty-six (226) participated in the final implementation of the study.

Findings of the Study

The data were statistically analyzed using frequency and mode, interpreted based on their implications, and supported using related literature and studies to elaborate deeper discussions on the students' listening comprehension skills.

Table 1 Mode of the Listening Comprehension Difficulties of the Students (Listener Factor)

Indicators	Responses (n=226)					Mode	Interpretation
	1	2	3	4	5		
I find it difficult to get an overall under-							

standing of the talk from the first listening.	6	43	62	97	18	4	Agree
I need help remembering the words or chunks of words I listened to.	6	34	56	101	29	4	Agree
I find listening to and understanding recorded material that is not repeated twice or more challenging.	4	22	56	95	49	4	Agree
I find it difficult to answer a question that needs a long answer while listening.	7	28	54	93	44	4	Agree

Table 1 shows the mode of the listening comprehension difficulties of the students related to the listener factor. The findings revealed that the students agreed they needed help understanding the overall talk from their first listening (n = 97) and remembering the words or group of words to which they had just listened (n = 101). Likewise, they agreed that they could not understand the recorded material when it was not repeated twice or more (n = 95) and could not answer questions that needed a long answer while listening (n = 93).

The findings revealed that the inability of the students to listen attentively to the listening materials once had resulted in many comprehension barriers, mainly when they were preoccupied with thinking of answers while listening. This finding indicated that the students could not process information because they could only listen briefly. Likewise, they needed help comprehending information during their first listening. Moreover, they could only retain information well when repeating their listening activity twice or more. They could only learn inputs when they repeatedly listened to them.

The findings implied that those students who had problems related to the listener factor could not listen and automatically infer meaning, which had something to do with their limited ability to discern input, especially when listening to low-quality recordings. This finding further indicated that the students could experience comprehension breakdowns because they did not have the necessary skills to monitor their listening and had insufficient knowledge, which directly contributed to the complexity of the listening text or material. In addition, their lack of understanding of their listening skills made the listening task more difficult for them to handle. Furthermore, during the administration of the IELTS listening test to the students, it was discovered that most students had experienced various listening problems because of their inability to listen to the listening material or aural text properly. This resulted in the manifestation of other listening problems, gradually hindering some students' listening comprehension. This majorly implied that the success of the students' listening activities was solely dependent on their listening skills.

The finding conformed with Sharifan's (2009) argument on the importance of the listener in effective communication. This discovery explained that the inability of the students to absorb important information affected their ability to give meaning to newly obtained input. This result was consistent with Asriati's (2017) finding, explaining that the student's inability to understand and answer questions while listening affected their listening comprehension. Furthermore, Alzamil (2021) argued that repeating the recording does not guarantee better retention of the listening material. Quoc Tran et al. (2015) discovered that short-term memory issues hindered the listening comprehension of Vietnamese 11th graders. In regards to the present study, these findings proved that the ability of the students to listen for information was highly dependent on their acquired knowledge and competency to process all inputs and make meaningful learning out of them.

Moreover, listener characteristics were found to have a crucial impact on listening comprehension. Boyle (1945) divided listener factors into two types, which were general and specific. The former included the listener's experience with the target language, general intelligence, and general background knowledge of the world. While the latter had the listener's physical and educational background, knowledge of the target language in its various aspects, including phonology, lexis, syntax, and cohesion, power of analysis and selection, the ability to distinguish between general and supporting points, knowledge of the specific topic or subject, and short-term and long-term memory. All these aspects contribute to the listening comprehension of the students in English.

Table 2 Mode of the Listening Comprehension Difficulties of the Students (Linguistic Aspects)

Indicators	Responses (n=226)					Mode	Interpretation
	1	2	3	4	5		

I need help recognizing the general idea and supporting details.	5	32	58	102	29	4	Agree
I need help recognizing the signals or cues showing the speaker is moving from one topic to another.	8	35	68	81	34	4	Agree
I find it difficult to follow the sequence of a talk when I listen to long or complex sentences.	3	40	54	91	38	4	Agree
I need help understanding the meaning of new words.	5	37	71	78	35	4	Agree

Table 2 shows the mode of the listening comprehension difficulties of the students related to another theme, the linguistic aspects of the language. The findings revealed that the students agreed they had difficulty recognizing the general idea and specific details when listening (n = 102). They also had difficulty recognizing the signals or cues showing the speaker is moving from one topic to another (n = 81), following the sequence of a talk when they listened to lengthy sentences (n = 91), and understanding the meaning of new words (n = 78).

The findings revealed that the students had problems with the linguistic aspect of the language. They needed help understanding the details of the text, especially when listening to complex ones. They needed help understanding the main idea and supporting details, recognizing unfamiliar words, and recognizing word signals. This finding indicated that the students needed more linguistic knowledge of English because they could not comprehensively understand its essential details when they listened to an English text. They needed help identifying general ideas from supporting ones, challenging the listening task. Since linguistic units of a language were interdependent on how the participant understood the meaning of the text, this led to various comprehension problems.

The findings significantly implied that the students' limited knowledge about the linguistic units or features of the English language made them unconsciously lose track of their listening as they could no longer follow the pattern or sequence of the talk. They were preoccupied with the linguistic units, which caused them to lose focus and attention while listening. This situation made it hard for the students to listen to more complex texts because of their insufficient knowledge of the structure or elements that make up the meaning of a word or group of words. Moreover, during the administration of the IELTS listening test, it was observed that some students manifested moderate-to-good English language grammar proficiency, making them feel that the test was difficult to comprehend. This finding also implied that the knowledge and language competency of the students in the English language were directly associated with their listening performance and levels. Thus, the students must have good English competency to become fluent and proficient in listening.

These findings supported Gilakjani et al.'s (2011) conclusion that the primary problems of listeners were primarily related to linguistic units. According to Richards, Platt, Platt (2000), and Gilakjani et al. (2011), listening was focused not only on the process of understanding speech but also on the role of linguistic units such as phonemes, words, grammar, context, and background knowledge on the subject. Furthermore, the usage of unknown vocabulary terms, grammatical articulation, clarity, and sentence length all substantially influenced how listeners perceive, interpret, and infer meaning since these elements could delay or impede their capacity to comprehend (Hasan, 2000; Takeno et al., 2011). Listeners should learn and gain a good level of mastery of the units that make up the target language, and how a listener understands these units or elements when used in a text directly influences their capacity to construct meaning.

Table 3 Mode of the Listening Comprehension Difficulties of the Students (Lack of Concentration Factor)

Indicators	Responses (n=226)					Mode	Interpretation
	1	2	3	4	5		
I lose focus on the talk when I get an expected answer in my mind.	3	48	33	97	45	4	Agree
I cannot concentrate because I search for the answer while listening.	11	51	45	77	42	4	Agree

I lose focus when the talk is shorter or not in my interest.	19	79	53	57	18	2	Disagree
I need to focus more when I think about the meaning of a new word.	7	51	59	88	21	4	Agree
I lose focus when listening to a recording of poor quality.	12	43	47	83	41	4	Agree
I lose focus when I think about another question while listening.	6	29	50	105	36	4	Agree

Table 3 shows the mode of the listening comprehension difficulties of the students related to a lack of concentration. The findings revealed that the students agreed they tended to lose focus on the talk when they had the expected answers in mind (n = 97). Likewise, they could not concentrate because they tended to search for answers in their minds while listening (n = 77), thinking about the meaning of a new word (n = 88), listening to a recording of poor quality (n = 83), and thinking about another question while listening (n = 105). However, the students disagreed that they did not lose focus when the talk was too long or not in their interest (n = 79).

The findings indicated that the students could not actively listen because of a lack of concentration. There were more internal factors affecting the students' concentrations than external ones. Consequently, when they had expected answers when searching for answers or thinking of new questions about the listening text, they lost concentration when exposed to unfamiliar vocabulary words or low-quality recordings. However, the student's lack of interest did not necessarily interfere with their ability to listen attentively or concentrate, as opposed to the claim of Hasan (2000). The findings also demonstrated that the student's inability to focus was one crucial factor that directly contributed to their poor understanding of the aural text. Thus, the participant's inability to listen attentively affected their efforts to construct meaningful learning. Failure to concentrate and pay close attention affected their ability to understand new inputs from listening.

The findings suggested that some students struggled to actively listen and comprehend aural text, owing to their inability to attend due to a lack of concentration. It was observed that during the administration of the IELTS listening test, the classroom climate, such as external noises, crowded spaces, and the volume of the listening material, was considered some significant factors that directly affected the students' listening comprehension. Furthermore, the attentiveness and active participation of the students in the listening task could manifest in inaccurate listening, which can be a big hurdle for students with low listening comprehension levels. The listening materials could also disrupt the students' concentration, especially old materials that lack good audibility. Thus, this finding significantly implied that active listening was vital for successful listening.

These findings conformed to Alzamil's (2021) argument when he emphasized that the listeners should actively listen and maintain control of their concentration as many factors could obstruct their comprehension. Moreover, Seferoglu et al. (2004) and Azmi Bingol et al. (2014) stated that the quality of listening materials exposed to listeners played an essential role in the listening process. This claim was consistent with the findings of Diora et al. (2020), who found that the listening materials were related in some way to the listeners' comprehension problems. The findings were consistent with Quo Tran's (2015) study, which concluded that questions requiring lengthy responses and limited time contributed significantly to the inability of the students to cope with the test, which resulted in the student's failure to comprehend the text's intended meaning.

Table 4 Mode of the Listening Comprehension Difficulties of the Students (Word Recognition Problems)

Indicators	Responses (n=226)					Mode	Interpretation
	1	2	3	4	5		
I stop listening when I think about the meaning of an unfamiliar word.	26	60	39	69	32	4	Agree
I find it challenging to infer the meaning of an unknown word while listening.	3	28	57	101	37	4	Agree
I find it challenging to recognize the words, even though I know how they are pronounced.	6	32	54	92	42	4	Agree

Table 4 shows the mode of the listening comprehension difficulties of the students related to word recognition problems. The findings showed that the students agreed that they tended to stop listening when they thought about the meaning of an unfamiliar word (n = 69). In addition, they needed help inferring the meaning of unknown words (n = 101) and recognizing the words even if they knew the pronunciation of the words (n = 92).

The findings revealed that the students needed to gain more vocabulary knowledge. It showed that this problem hindered their ability to infer meaning automatically when faced with new or unfamiliar words. In other cases, the students had difficulty inferring meaning from familiar words, even when they recognized their pronunciations. Moreover, these findings indicated the critical role of vocabulary knowledge in the student's ability to deduce meaning when listening. Lack of familiarity with words and their meaning made the students stop listening and become overly fixated on deciphering each word. This problem held back the ability of the students to construct new knowledge since they could not recognize the meaning of words even if they knew the sounds of these words. This situation only demonstrated the lack of sufficient knowledge of the students in English, which holistically affected their comprehension because they needed to stop every time they listened to each word. Limited vocabulary knowledge could lead to cognition of words and misinterpretation of the text's intended meaning since the students' perception of each word that made up the phrases or sentences could deter their understanding of the entire text.

As a result, the findings suggested that the students had difficulty with word recognition. At the same time, listening is needed to gain appropriate knowledge of word structure because words are the building blocks of language, comprising sentences and a text's composition. They play an important role in deciphering meaning. The students demonstrated this problem when they took the IELTS listening test. After the test, most students commented that most of the words they heard in the listening material used were new and unfamiliar to them, which somehow made the test difficult. How the words were articulated also affected the students' abilities to recognize some words they knew. Aside from that, the student's vocabulary knowledge was critical to their ability to understand English texts. Since the students lacked a repertoire of English words, listening to the aural text in English can be intricate and complex.

According to Walker (2014), word recognition issues could make oral communication more accessible because of the limited vocabulary knowledge (Alzamil, 2021). Thus, Asemoto (2015) believed that comprehension was highly related to vocabulary. Students who knew the meanings of all the words were more likely to understand the material and retain it better. Moreover, the findings concurred with Quo Tran's et al. (2015) results, consistent with Juan and Abidin's (2013) conclusion, which suggested that a lack of prior knowledge of English vocabulary hampered English language students' listening comprehension. Furthermore, one consequence of a higher density of unknown words in a listening text and an inability to recognize known words was that listeners could pause and consider the meaning of those words in their mother tongue. Thus, word recognition was one vital aspect of listening; the listener's ability to understand information relied on their ability to distinguish spoken words and infer meaning while listening.

Table 5 Mode of the Listening Comprehension Difficulties of the Students (Speaker Factor)

Indicators	Responses (n=226)					Mode	Interpretation
	1	2	3	4	5		
I find it challenging to recognize the pronunciation of words because of the accent used.	9	25	39	120	33	4	Agree
I find it difficult to understand and interpret the meaning of a word when listening to a native speaker.	11	34	49	99	32	4	Agree
I find it difficult to understand well when the speakers speak too fast.	6	21	33	104	62	4	Agree

Table 5 shows the mode of the listening comprehension difficulties of the students related to another theme, which was the speaker factor. The students agreed that they found it hard to recognize the pronunciation of words because of the accent used (n = 120), to understand and interpret the meaning of a word when listening to a native speaker (n = 99), and to understand well when the speakers speak too fast (n = 104).

The findings indicated that the role of the speaker was one factor affecting the student's ability to distinguish the meaning of words because of how they were delivered. These factors included tone, accent, rate of speech delivery, and listening to a native speaker. Moreover, the finding indicated that the participant's lack of experience listening to native English speakers made it hard for them to comprehend the speaker's speech. This issue hindered the students' comprehension of the speech or auditory text since they could not distinguish the uttered words due to the speaker's foreign accent. The speed of the text's delivery contributed to the student's inability to understand English when listening to a native speaker. Listening to naturally fluent English seemed to impact the students in numerous ways.

Significantly, the findings implied that the unfamiliarity of the students with native English speakers' accents had resulted in the misinterpretation of the text and its meaning, which was a thriving issue for the students. They struggled to understand the aural text because they could not handle the speaker's accent. Since the speaker, one key element contributing to the student's inability to understand input when listening to a text was its speed of delivery. It was observed that the students demonstrated this problem when they took the IELTS listening test. Many commented that the test was difficult because the speakers spoke too fast, which was more complex than listening to non-native English speakers they were familiar with. The varied accents added to the complexity of the test. This was also true since some students failed the test due to poor listening comprehension. These findings conformed to Bouach's (2010) study, which highlighted the importance of the speaker's pronunciation (e.g., pitch, intonation, stress, redundancy, and clusters) on the listener's ability to distinguish meaning.

Correspondingly, Walker (2014) stated that one of the problems with listening comprehension was related to word pronunciation because spoken language varies by form. The finding was also consistent with Alzamil's (2021) conclusion that word pronunciation was related to the listener's difficulty in listening. Moreover, Quo Tran et al. (2015), and Duong and Chau (2019) identified that high speed of delivery and poor pronunciation caused listening breakdowns among English students. Comprehending spoken language is a complex process in which the listener constructs the meaning of the information from the speaker. Thus, recognition of the speaker's message depends partly on the speaker's factors which are external to the listener (Asriati, 2017). He pointed out the speaker's characteristics into four items, the language ability of the speaker, speaker production; pronunciation, accent, variation, tone of voice; the speed of delivery, and the speaker's personality. The speaker factor played a critical role in how listeners understood spoken language and constructed meaningful input from their listening.

Conclusions

The five listening comprehension difficulties limit students' ability to acquire, retain, and interpret information. These difficulties included the listener factor, linguistic aspect, lack of concentration, word recognition problem, and speaker factor. These listening difficulties contributed to the student's performance and inability to listen effectively, cognitively process external inputs, cognize meaning, and construct new knowledge and relevant experience repertoires. Hence, the study concluded that the students' five dominant listening comprehension difficulties considerably affected their ability to comprehend aural text, mainly English, in the IELTS listening test. This conclusion corresponded with Rost's (2002, as cited by Hamouda, 2013) conclusion that listening was a complex and collaborative process in which listeners engaged in the dynamic construction of meaning and the creation of new knowledge and experience. The study recommends that the students of the study should learn to regulate and manage their listening activities and recognize the use of listening strategies that could cater to their listening needs and increase their comprehension. This further supports the findings of Umpa and Bayabao-Angni (2023) on the number of Grade 11 students who failed the IELTS listening test, emphasizing the crucial role of the IELTS listening test in evaluating the listening skills of K-12 students. Hence, IELTS can be beneficial in gathering information on the actual difficulties of the students when listening to native English speakers, and their ability to achieve a higher level of listening comprehension depends on how they overcome such listening difficulties and process inputs in their listening engagements.

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