Factors Affecting Students' Listening Comprehension

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Abstract

Teaching listening skill has largely been neglected in many classrooms where English is taught as a foreign language. This study attempts to investigate the core factors that influence learners' listening comprehension skills. For this study, a descriptive research design and a mixed research approach were employed. In this study, 109 respondents participated at St. John Baptist De La Salle Catholic School, Addis Ababa, Ethiopia. A survey questionnaire was used for primary data collection. The collected data were analyzed with the help of SPSS version 26 and Excel. The findings of the study revealed core factors of students' listening comprehension, such as factors related to students, teachers, classroom environment, curriculum, and lack of target language exposure. This result highlights the need for further investigation in integrating technology effectively to enhance students' listening comprehension.

Keywords: affect, factor, learning, listening comprehension, teaching, technology

1. Introduction

Language is a method of verbal exchange that human beings use to exchange their thoughts, beliefs, and perspectives. Human beings can express their ideas by different means. Language has four sub-skills, such as reading, listening, writing, and speaking.   Among these skills, one of the most essential is listening. This language skill makes the receivers understand what is said. Listening has an important function in everyday life. Every day, human beings concentrate on different purposes to listen, which include entertainment, educational purposes, or acquiring necessary information.

Yang and Chen (2007) describe listening as the mode of verbal communication that is utilised most frequently in schools that specialise in teaching foreign languages. Students also struggle with issues that are associated with their ability to comprehend what they hear. According to Underwood (1989), the difficulties that arise in listening comprehension include a lack of control over the speed at which the speaker is speaking, an inability to get things repeated, a restricted vocabulary on the part of the listener, an inability to comprehend the signals, an interpretation problem, an inability to concentrate, and an established learning habit or listening intellectualism. A listener can use some techniques to overcome listening difficulties. Bingöl et al. (2014) listed cognitive, metacognitive, and socio-effective strategies as strategies for listening skills.

When it comes to listening to materials in the English language, the majority of pupils experience a wide range of difficulties. According to Goh (1999), the most typical problems that students face when listening are: forgetting what they have heard in a short amount of time, failing to recognise phrases that they are familiar with, comprehending the message but not the intended message, and failing to consider the ensuing component while thinking about the meaning.

Listening skill permits students to gather insights and facts and to gain success in listening to others. However, many students fail to understand what they hear due to some problems with listening. The listening material, the listener, and the physical context all played a role in the learners' problems in understanding what they were hearing. Many learners have trouble with listening comprehension assessments since they don't recall the information they may have just listened to. Therefore, the researchers are eager to explore the difficulties of students' listening skills: A Study on Grade 11 Students in St. John Baptist De La. The objectives of the study are:

- To find out the students' related factors that affect their listening skills.
- To explore teachers' related factors that affect students' listening skills.
- To find out how the listening skill curriculum affects learners' listening skills.
- To suggest solutions to improve students' listening skill.

Based on the research article the researchers designed the following research questions:

- What are the students' related factors that affect students' listening skills?
- What are the teachers' related factors that affect students' listening skills?
- How does the listening skill curriculum affect learners' listening skills?
- What are the suggested solutions to improve students' listening skills?

This study is likely to benefit various stakeholders. The results of this study give information to students about the level of their listening skills, and provide ways to improve their listening skills; the results also help teachers understand what the obstacles to listening skills are and offer some solutions about how to solve students' listening skill difficulties.

2. Literature Review

Individuals can understand the information that other people communicate to them by using the skill of listening. In addition to this, it helps individuals increase their capacity to accurately receive information when they are conversing with other people (Coşkun et al., 2021). In addition, Mendelsohn (1994) mentioned that listening comprehension is a manner in which listeners are capable of deciphering the speakers' intention, linguistic forms like the fast rate of speech and fillers, dealing with listening in an interaction, recognising the message of the textual content without expertise in every single word, and recognising distinctive genres. According to the observations, to comprehend what is being communicated, a listener must make use of his or her prior knowledge and make connections between it and the new knowledge to comprehend what is being said.

According to Marlene (2016), listening comprehension is defined as the capacity to comprehend the meaning of spoken text. This type of listening is also referred to as comprehensive listening or meaning-focused listening, and it focuses on the comprehension of meaning through a top-down approach. It is considered a fundamental talent for those who wish to learn other language abilities. According to Gilakjani and Ahmadi (2011), listening takes up forty to fifty percent of the overall time spent communicating, whereas speaking takes up twenty-five to thirty percent, and reading and writing take up approximately nine percent. This indicates that listening is an essential component of communication.

A large number of studies were done to assess the difficulties of listening comprehension skills. This helps the researchers find the gap in research on listening difficulties. Based on the researchers' teaching experience and observation, the results of most of the researches show that there are different difficulties in listening comprehension.

Assaf (2015) assessed the cause of students listening difficulties. The study's findings indicate that the inability to recognise words, insufficient background information about the subject at hand, noises in the environment, poor quality listening equipment, speaking at a rapid pace, and sliding over words all had a significant impact on listening skills. In addition, the findings of this research indicated that there was no substantial difference in the challenges that students had when it came to listening comprehension, regardless of their academic level, academic year, gender, kind of school, or number of years spent learning English in school.

Yilmaz and Yavuz (2015) investigate the frequency of difficulties that are observed in three different types of listening: problems that are based on teachers, students' tactics, and problems that are based on learner psychology. According to the findings of this research, the most significant challenge in the field of hearing is the acquisition and instruction of phonetics.

Nadhira and Warni (2021) explore the factors that affect students' listening skills. The researcher employed a total of one hundred students from senior high school, with eight individuals participating in the interview and questionnaire, respectively. According to the findings of this study, we found that there are a few challenges associated with listening comprehension. These challenges include the presence of foreign terms, the rate of speech of the speaker, an unfamiliar accent, imprecise pronunciation, and poor facility. In addition, it addresses some of the issues that are observed in students concerning their ability to comprehend what they hear. These issues include the students' lack of experience, their past knowledge, and the noise in their environment (Shimaam, 2017).

Yousif (2006) states that the determinant factors for students' listening problems are the speech rate of teachers, and giving rest to the students while doing listening practices. According to Chen (2005), there are a few types of barriers that might cause problems for students' listening skills. These hurdles include habitually occurring barriers, information processing barriers, belief barriers, and material barriers. The researcher explains that some of the issues that can arise include forgetting to activate strategies, viewing strategies as additional burdens to information processing, finding the complexity of the strategy challenging, having difficulty conducting the proper strategies, and even failing to understand the text after applying strategies.

The research conducted by Abbas (2016) found that students had significant difficulty in listening comprehension. This is because colleges and institutions place a greater emphasis on writing, reading, and vocabulary among their pupils. It indicates that listening is not a prominent feature of many course materials, and the majority of professors do not pay attention to this essential skill when they are teaching their students. "Listening comprehension levels affect the capacity for improvement in other language skills such as speaking, reading, writing, and translating" (Gilakjani & Ahmadi, 2011).

The earlier studies did not examine some points. Therefore, the researchers observes significant gaps in content, methodology, and geographical location. No one conducted research in this particular school or on this particular topic. Therefore, the researcher was interested in filling the above research gaps by conducting this study.

3. Methods

This research consists of both qualitative and quantitative research approaches. A descriptive research design was employed for the study. A judgmental sampling technique was used to select students among the four grade 11 sections at St. John Baptist De La Salle Catholic School, Addis Ababa, Ethiopia. Out of 217 total populations, 109 respondents (a sample) were selected for the study. The researcher applied a proportional allocation procedure to allocate sample elements in each class. A questionnaire was used to collect data from the primary sources. Both descriptive and inferential statistical result analysis methods were employed to analyse the collected data using SPSS version 26.

4. Results and Discussion

The collected data from the respondents was analysed as follows:

Q1. The teachers' ability to provide feedback on listening exercises helps improve my skills.

Table 1. The importance of teachers' ability to provide feedback on listening exercises

Level of Agreement	Frequency	Percent
Strongly Disagree	28	25.69
Disagree	36	33.03
Neutral	25	22.94
Agree	12	11.01
Strongly Agree	8	7.34
Total	109	100.00

Table 1 shows that the majority of respondents (a total of 58.72%) strongly disagreed and disagreed that they perceive the teachers' ability to provide feedback on listening exercises as effective for improving listening skills. 22.94% of respondents provided a neutral response. This could indicate uncertainty or mixed feelings about the effectiveness of the teachers' feedback on listening exercises. 18.35% of respondents agreed and strongly agreed that the teachers' feedback is helpful in improving skills. This indicates that these students perceive the feedback positively and find it beneficial. The high percentage of respondents who disagreed implies that there might be aspects of the feedback process that are not meeting the expectations or needs of their students. To improve the effectiveness of feedback on listening exercises, it may be beneficial to explore specific areas where improvement is needed. Teachers should implement different feedback strategies, or provide additional support for their students.

Q2. The teachers' encouragement to practice listening outside of class motivates me to improve.

Table 2. The motivation of teachers' encouragement to practice listening outside of class

Level of Agreement	Frequency	Percent
Strongly Disagree	40	36.70
Disagree	24	22.02
Neutral	24	22.02
Agree	15	13.76
Strongly Agree	6	5.50
Total	109	100

Table 2 shows that a significant number (36.70%) of the respondents strongly disagreed that the teachers' encouragement to practice listening outside of class motivates them to improve. Additionally, 22.02% disagreed with this statement. This suggests that the majority of the students do not feel motivated by the teachers' encouragement in this context. 22.02% of respondents provided a neutral response. This indicates that the students do not feel either motivated or demotivated by the teachers' encouragement to practice listening outside of class. 13.76% of respondents agreed and 5.50% of respondents strongly agreed that the teachers' encouragement has a positive impact on their motivation to improve. This shows that some respondents perceive the teachers' encouragement as motivating. The result indicates that there may be a need to reassess or enhance the strategies used by the teachers to encourage students to practice listening outside of class. The high percentage of respondents expressing a lack of motivation suggests that teachers' approaches may not be effectively inspiring students to engage in listening practice.

  To address the low motivation levels, teachers should explore alternative methods of encouraging students to practice listening outside of class. This could involve incorporating more engaging activities, providing additional resources, or understanding the specific challenges students face in finding motivation for independent practice. In general, the finding suggests that a significant number of students do not feel motivated by the teachers' encouragement to practice listening outside of class. This highlights an opportunity for the teachers to reassess and adapt their motivational strategies to better meet the needs and preferences of the students. According to Bingöl et al. (2014, p. 4), "students' motivation is one of the crucial factors that affect listening comprehension; it can be difficult for students to maintain concentration in a foreign language learning classroom. In listening comprehension, even the smallest pause in attention may considerably spoil comprehension."

Q3. The teachers' selection of diverse listening materials enriches my understanding of different contexts.
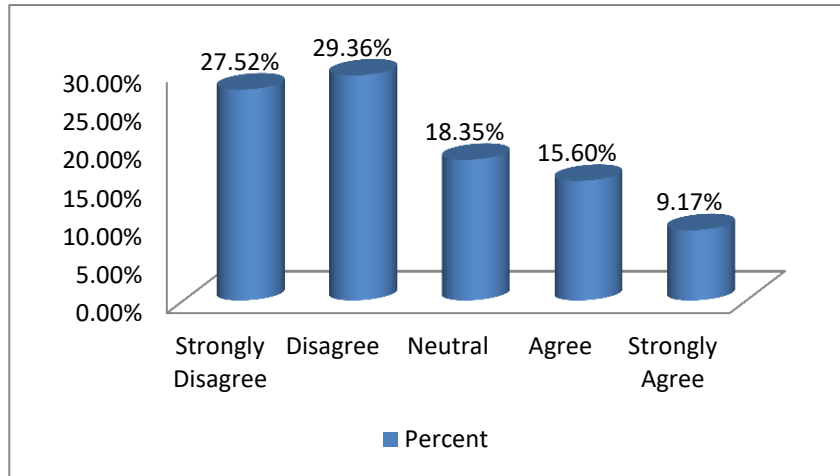
Figure 1. The teachers' selection of diverse listening materials

Figure 1 indicates that 27.52% and 29.36% of respondents strongly disagreed and disagreed respectively with the statement. This shows that most students do not feel that the teachers' selection of diverse listening materials enriches their understanding of different contexts. 18.35% of the respondents provided a neutral response. This indicates that a considerable number of students neither agreed nor disagreed with the statement, suggesting some uncertainty or lack of strong opinion. 24.77% of respondents agreed or strongly agreed that the teachers' selection of diverse listening materials enriches their understanding of different contexts. It signifies that students find the selection of materials beneficial. The finding suggests improvements in how teachers select diverse listening materials to enhance students' understanding of different contexts. Overall, refining the selection of diverse listening materials could lead to more effective teaching and learning outcomes.

Q4. I actively engage in listening activities during class.

Table 3. Active engagement in listening activities in the classroom

Level of Agreement	Frequency	Percent
Strongly Disagree	45	41.28
Disagree	29	26.61
Neutral	20	18.35
Agree	10	9.17
Strongly Agree	5	4.59
Total	109	100

Table 3 shows that 41.28% strongly disagreed with the statement, indicating that they do not actively engage in listening activities during class. 26.61% of the respondents disagreed with the statement, further suggesting a lack of active engagement in listening activities. The neutral responses (18.35%) indicate that a considerable number of respondents neither agreed nor disagreed with the statement, implying a sense of uncertainty regarding their level of engagement in listening activities in the classroom. 9.17% of the respondents strongly agreed, and 4.59% of the respondents agreed with the statement, indicating that they actively engage in listening activities during class.

Overall, the result shows that most students do not actively engage in listening activities during class. This indicates a potential area for improvement in fostering active listening behaviours among the students. Further investigation into the reasons behind the lack of engagement and strategies to promote active listening could be beneficial.

Q5. I regularly practice listening skills outside of class time.
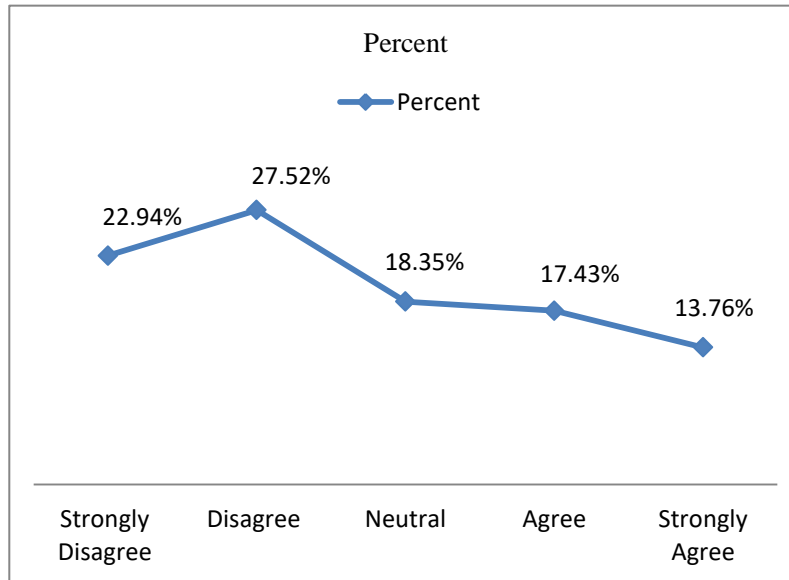
Figure 2. Regularly practice listening skills outside of class time

Figure 2 shows that 22.94% of the respondents strongly disagreed and 27.52% disagreed with the statement, indicating that they do not regularly practice listening skills outside of class time. This indicates a significant number of individuals do not actively engage in listening skill development beyond the classroom setting. 18.35% of respondents were neutral about practicing listening skills outside of class, suggesting a considerable level of uncertainty among the respondents regarding this aspect. 17.43% of the respondents agreed, and 13.76% strongly agreed that they regularly practice listening skills outside of class time. This indicates that some respondents actively engage in honing their listening skills beyond formal instruction.

Generally, the result suggests that encouraging and facilitating opportunities for students to practice listening skills outside of class could potentially benefit students and enhance their listening skills.

Q6. The curriculum provides sufficient listening practice opportunities.
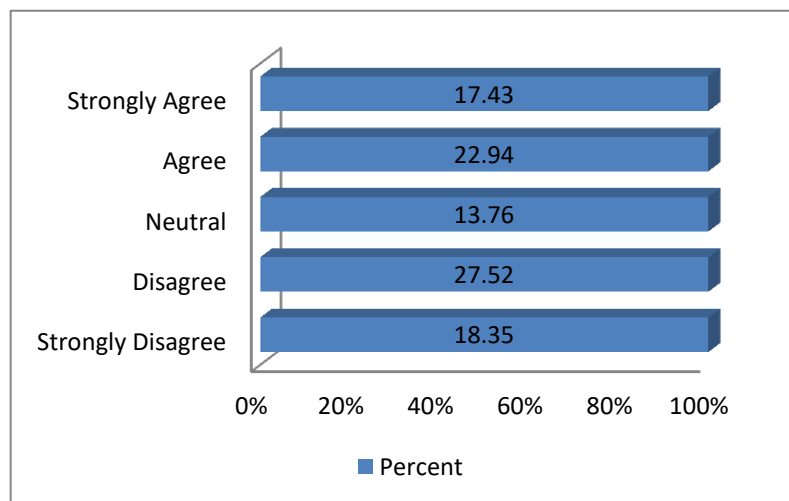

Figure 3. The curriculum opportunities for sufficient listening practice

Figure 3 represents responses to a question about whether the curriculum provides sufficient listening practice opportunities. The result indicates that a combined 45.87% of respondents either strongly disagreed or disagreed that the curriculum provides sufficient listening practice opportunities. This suggests that a significant number of the participants feel that the current curriculum lacks ample listening practice. 13.76% of respondents were neutral. This suggests that a group of participants are unsure about whether the curriculum provides enough listening practice opportunities. On the other hand, 27.52% and 18.35% of respondents agreed or strongly agreed respectively that the curriculum provides sufficient listening practice opportunities. These participants feel positive about the listening practice opportunities provided by the curriculum.

Overall, the result highlights the need for a critical examination of the curriculum to address concerns about the adequacy of listening

practice opportunities. This may involve reassessing the current structure and content of listening activities to better meet the needs and expectations of the participants.

Q7. The curriculum includes a variety of listening materials (e.g., podcasts, videos, dialogues).

Table 4. Variety of listening materials in the curriculum

Level of Agreement	Frequency	Percent
Strongly Disagree	30	27.52
Disagree	25	22.94
Neutral	21	19.27
Agree	18	16.51
Strongly Agree	15	13.76
Total	109	100.00

Table 4 presents responses to a question regarding the variety of listening materials included in the curriculum, such as podcasts, videos, and dialogues. 27.52% of respondents strongly disagreed that the curriculum includes a variety of listening materials. This suggests that a significant number of the respondents feel that the curriculum lacks diversity in terms of listening materials. About 22.94% of respondents disagreed with the statement, indicating they also believe that the curriculum does not sufficiently incorporate a variety of listening materials. 19.27% of respondents were neutral about whether the curriculum includes a variety of listening materials. They neither agreed nor disagreed with the statement. 16.51% of respondents agreed that the curriculum includes a variety of listening materials. This suggests that a minority of respondents feel that the curriculum does provide a diverse range of listening materials. 13.76% of respondents strongly agreed that the curriculum includes a variety of listening materials.

Q8. The curriculum integrates real-world listening scenarios.

Table 5. The integration of real-world listening scenarios in the curriculum

Level of Agreement	Frequency	Percent
Strongly Disagree	30	27.52
Disagree	25	22.94
Neutral	24	22.02
Agree	20	18.35
Strongly Agree	10	9.17
Total	109	100.00

Table 5 shows that 27.52% of respondents strongly disagreed with the integration of real-world listening scenarios into the curriculum. This shows dissatisfaction or a perceived lack of effectiveness in the way these scenarios are implemented. 22.94% of respondents disagreed with the integration. This group has negative perceptions about the effectiveness or relevance of real-world listening scenarios. 22.02% of respondents were neutral, indicating they neither agreed nor disagreed with the integration of real-world listening scenarios. This group might not have significant experience with such scenarios to form a clear viewpoint. 18.35% of respondents agree with the integration of real-world listening scenarios. They likely find value or relevance in these scenarios and perceive them as beneficial to the curriculum. The smallest number, 9.17% of respondents, strongly agreed with the integration of real-world listening scenarios. This suggests the need of redesigning the listening skill curriculum to improve students' skills.

Q9. The classroom atmosphere (number of students in a classroom) encourages active participation in listening tasks.

Table 6. The classroom atmosphere for active participation in listening tasks

Level of Agreement	Frequency	Percent
Strongly Disagree	35	32.11
Disagree	26	23.85
Neutral	25	22.94
Agree	15	13.76
Strongly Agree	8	7.34
Total	109	100.00

Table 6 indicates that 32.11% of respondents strongly disagreed, which indicates that they feel the classroom atmosphere does not foster active participation in listening tasks. 23.85% of the respondents disagreed with the statement. This suggests that they perceive the classroom atmosphere is not conducive to actively participate in listening tasks. 22.94% of respondents remain neutral, indicating that they neither agreed nor disagreed with the statement. This signifies uncertainty or a lack of strong opinion about the classroom atmosphere and its impact on listening task participation. A relatively smaller percentage (13.76%) agreed that the classroom atmosphere encourages active participation in listening tasks. These respondents acknowledge the positive influences from the classroom environment. Besides, 7.34% of the respondents strongly agreed with the statement, suggesting that the classroom atmosphere is motivating them to actively participate in listening tasks. The result suggests improvements in fostering an environment that encourages active participation in listening tasks in the classroom. Lamessa et al. (2023) found that a smaller class size gives students more opportunities for personalized instruction and practice which enables teachers to spend more time with each student and create a more personalized learning experience.

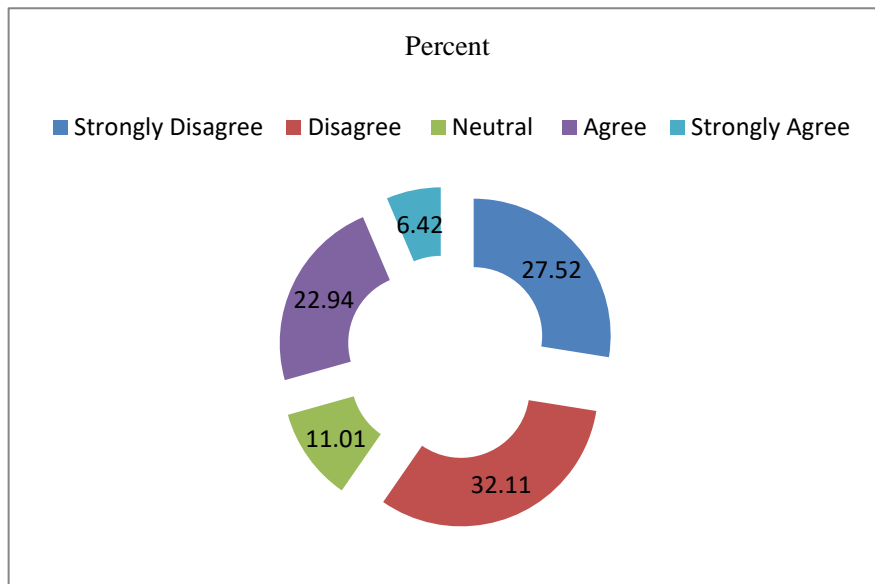Q10. The technology used in the classroom enhances my listening experience.

Figure 4. The use of technology in the classroom for listening skill

Figure 4 shows that 27.52% of respondents strongly disagreed that the technology used in the classroom enhances their listening experience. It suggests that they feel technology has a negative impact or does not contribute positively to their listening experience. Similarly, a significant percentage 32.11% of respondents disagreed with the statement, though not as strongly as the first group. This further shows that a significant number of the respondents do not perceive technology as beneficial for enhancing their listening experience. 11.01% of respondents remained neutral, indicating that they neither agreed nor disagreed with the statement. This suggests a degree of uncertainty or a lack of strong opinion about the impact of technology on their listening experience. 22.94% of respondents agreed that the technology used in the classroom enhances their listening experience. These respondents perceive technology as beneficial for improving their listening experience. 6.42% of respondents strongly agreed with the statement, implying that only a minority feel very strongly about the positive impact of technology on their listening experience within the classroom.

In general, the result indicates that the need for further improvement in integrating technology effectively to enhance listening experiences in the classroom.

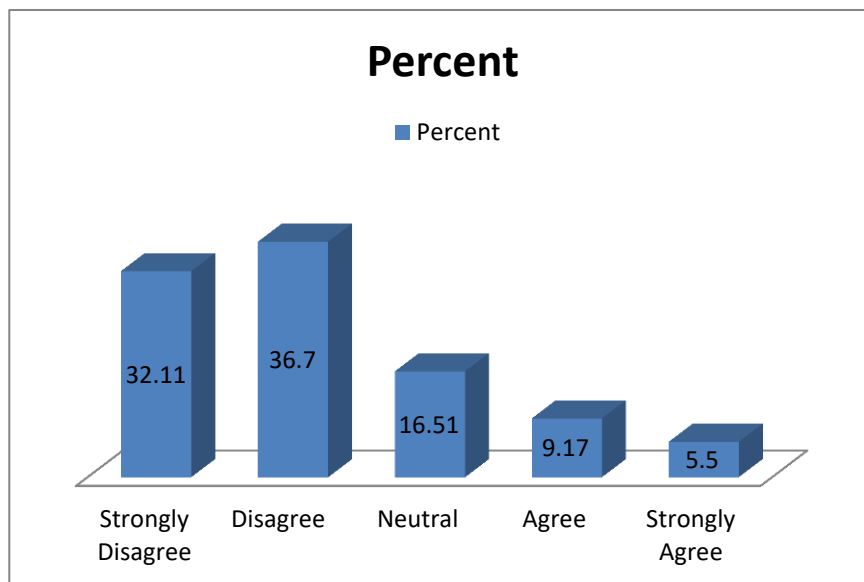Q11. The listening materials that are used sometimes are relevant to my interests and experiences.

Figure 5. The relevance of listening materials to enhance students' interests and experiences

Figure 5 shows that 32.11% of the respondents strongly disagreed and 36.70% of respondents disagreed that the listening materials are

relevant to their interests and experiences. This suggests that a large number of respondents do not find the materials to be aligned with what they are interested in or their personal experiences. 16.51% of respondents have a neutral stance. This indicates that they neither agreed nor disagreed with the statement. They might not have a strong opinion about the relevance of the listening materials. Only 9.17% of respondents agreed, and 5.50% strongly agreed that the listening materials are relevant. This indicates that a minority finds the materials to be aligned with their interests and experiences.

Overall, the result suggests improvement in selecting or tailoring listening materials to better match the interests and experiences of the audience.

Q12. The listening materials are authentic and reflect real-life situations.

Table 7. The authenticity of the listening materials in reflecting on real-life situations

Level of Agreement	Frequency	Percent
Strongly Disagree	35	32.11
Disagree	35	32.11
Neutral	12	11.01
Agree	20	18.35
Strongly Agree	7	6.42
Total	109	100.00

Table 7 depicts that 32.11% of the respondents strongly disagreed and 32.11% of the respondents disagreed with the statement that the listening materials are authentic and reflect real-life situations. This indicates a significant number of the respondents do not believe in the authenticity and relevance of the listening materials. 11.01% provided a neutral response. This suggests that they may not have a strong opinion or may require further context or clarification regarding the authenticity of the listening materials. 18.35% of the respondents agreed with the statement that the listening materials are authentic and reflect real-life situations This indicates that there are individuals who find the listening materials authentic and reflective of real-life situations. 6.42% strongly agreed with the authenticity of the listening materials. This suggests that some individuals strongly believe in the authenticity and relevance of the materials, but again, they represent a minority opinion.

Overall, the result highlights a significant level of disagreement regarding the authenticity and relevance of the listening materials to real-life situations. This may indicate a need for further evaluation or improvement of the materials to better align with the expectations and experiences of the respondents.

Q13. The listening activities are clearly structured and easy to follow.

Table 8. Clearly structured listening activities

Level of Agreement	Frequency	Percent
Strongly Disagree	38	34.86
Disagree	40	36.70
Neutral	15	13.76
Agree	10	9.17
Strongly Agree	6	5.50
Total	109	100.00

Table 8 shows that 71.56% of respondents both strongly disagreed and disagreed with the statement that the listening activities are clearly structured and easy to follow. This indicates a notable level of dissatisfaction or difficulty among the respondents in understanding and following the structure of the listening activities. 13.76% provided a neutral response. This suggests that respondents neither strongly agreed nor disagreed, possibly indicating a lack of strong opinion or varying experiences with the clarity of structure in listening activities. 14.67% of respondents both agreed and strongly agreed that the listening activities are clearly structured and easy to follow. This indicates that some individuals find the activities manageable, but they represent a smaller number of the respondents.

The overall result suggests difficulty among the respondents regarding the clarity of structure and ease of following listening activities. This information may be valuable for educators or content developers to consider to improve the design and structure of listening activities for better user understanding and engagement.

Q14. The listening activities incorporate interactive elements that engage me actively.
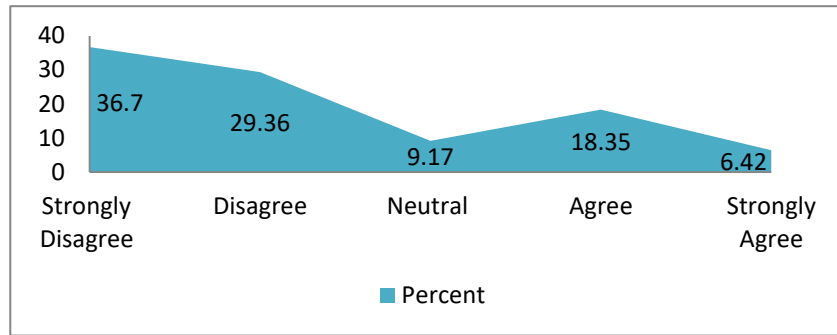
Figure 6. The incorporation of interactive elements of listening activities for engagement

Figure 6 depicts a significant number (36.70%) of respondents who strongly believe that the listening activities do not incorporate interactive elements that engage them actively. This suggests a notable dissatisfaction or perception that the activities lack meaningful interaction. 29.36% of respondents also disagreed with the statement, indicating that they feel the interactive elements incorporated into the listening activities are insufficient to engage them actively. Their responses imply a level of dissatisfaction or a desire for more interactive components. 9.17% of respondents fall into the neutral category, suggesting that they neither agree nor disagree with the statement. Their responses may indicate uncertainty or a lack of strong feelings regarding the level of interactivity in the listening activities. 18.35% of respondents agreed that the listening activities incorporate interactive elements that engage them actively. The smallest number (6.42%) of respondents strongly believe that the listening activities incorporate interactive elements that engage them actively. Their responses indicate a high level of satisfaction and confidence in the interactivity of the activities.

Overall, the result highlights potential areas for improvement in enhancing the interactivity of the listening activities to better engage the students.

Q15. The listening activities are varied to maintain interest and motivation.
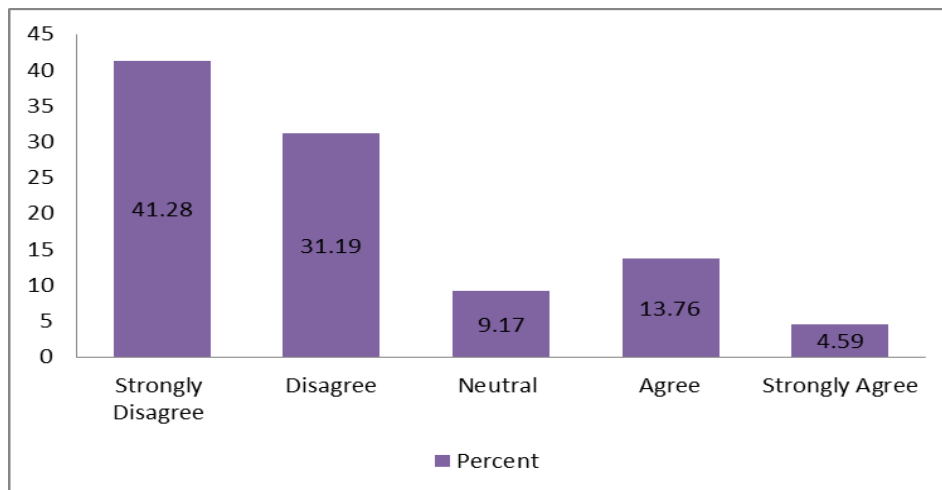

Figure 7. Students' interest and motivation for listening activities

Figure 7 indicates that 41.28% of respondents strongly believe that the listening activities provided are not varied enough to maintain their interest and motivation. This suggests substantial dissatisfaction with the current variety or lack thereof in the listening activities. 31.19% of respondents disagreed with the statement, though not as strongly as those in the previous category. They also perceive a lack of variation in the listening activities, which affects their interest and motivation. 9.17% of respondents chose to remain neutral, neither agreeing nor disagreeing with the statement. This could indicate uncertainty or a lack of strong opinion among this group regarding the variation in listening activities. 13.76%) agreed that the listening activities are varied enough to maintain their interest and motivation.   The lowest percentage (4.59%) of respondents indicates that a very small number of students strongly believe that the listening activities are varied and effectively maintain their interest and motivation.

Generally, the finding highlights the importance of considering the listening activities to maintain interest and motivation among participants. The findings suggest a need for reassessment and potential redesign of the listening activities to better meet the expectations and engagement levels of the respondents

Q16. Exposure to diverse cultural contexts through listening activities enhances my understanding of English.
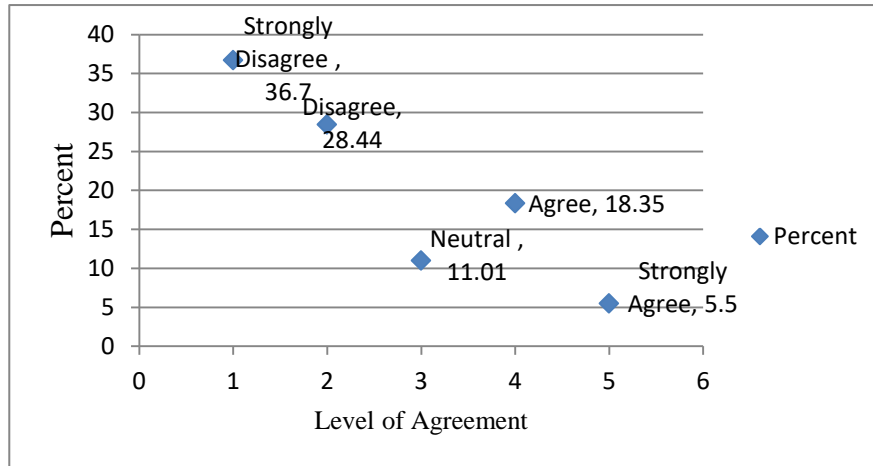
Figure 8. Exposure to diverse cultural contexts for comprehending listening activities

Figure 8 shows that 36.70% of the respondents strongly disagreed with the statement that exposure to diverse cultural contexts through listening activities enhances their understanding of English. This indicates that most students do not believe that cultural exposure has an impact on their comprehension of the language. Several factors could contribute to this viewpoint, such as a lack of exposure to diverse cultural contexts or a belief that language learning is primarily dependent on other factors, such as grammar rules or vocabulary acquisition. Furthermore, 28.44% of respondents disagreed with the statement, indicating that they do not believe that exposure to diverse cultural contexts through listening activities enhances their understanding of English. This suggests that respondents do not believe in the effectiveness of cultural immersion in language learning. They may prefer other methods or believe that cultural exposure is not a significant factor in language acquisition. On the other hand, 18.35% of respondents agreed that exposure to diverse cultural contexts through listening activities enhances their understanding of English, while 5.50% of the respondents strongly agreed. This indicates that some of the respondents see value in cultural exposure for language learning. These students may believe that experiencing different cultural contexts helps them understand the nuances and cultural references embedded in the language, thereby enhancing their overall comprehension. 11.01% of respondents selected neutral. They neither agreed nor disagreed with the statement. These individuals may be uncertain about the extent to which cultural exposure impacts their understanding of English or may not have given much thought to the relationship between cultural immersion and language learning. Their neutral attitude could stem from a lack of personal experience with cultural immersion activities or a lack of awareness about the potential benefits.

This finding highlights the complexity of language learning and the multitude of factors that can contribute to individuals' listening acquisition experiences. Therefore, educators and language instructors should consider various approaches to accommodate the diverse needs and perspectives of learners when designing listening learning programs.

Q17. Engaging with English-speaking cultures outside the classroom positively impacts my listening skills.

Table 9. The use of English-speaking cultures outside the classroom for improving listening skills

Level of Agreement	Frequency	Percent
Strongly Disagree	40	36.70
Disagree	36	33.03
Neutral	10	9.17
Agree	18	16.51
Strongly Agree	5	4.59
Total	109	100.00

Table 9 indicates that a significant number (36.70%) of the respondents strongly disagreed with the statement that engaging with English-speaking cultures outside the classroom positively impacts their listening skills. This indicates that extracurricular engagement with English-speaking cultures does not contribute positively to their ability to comprehend spoken English. Possible reasons for this perspective could include limited exposure to English-speaking environments or experiences that did not lead to a perceived improvement in listening skills. Similarly, 33.03% of respondents disagreed with the impact of engaging with English-speaking cultures on listening skills. This suggests that a significant number of the respondents prioritize other methods or resources for improving their listening abilities, or they may not have had meaningful experiences that positively impacted their skills outside the classroom. 9.17% of respondents selected neutral. These participants are uncertain about the relationship between engaging with English-speaking cultures outside the classroom and its impact on their listening skills. 16.51% of respondents agreed that engaging with English-speaking cultures outside the classroom positively impacts their listening skills. Additionally, 4.59% strongly agreed with the statement. These respondents believe in the efficacy of cultural immersion and extracurricular engagement for improving listening proficiency. They may have had personal experiences such as participating in language exchanges, living abroad, or regularly consuming English-language media.

5. Conclusion

Comprehensive listening requires conscious and active mental involvement to understand the message. Individuals would employ thorough listening in combination with verbal clues to comprehend the message that is being delivered to them in their day-to-day lives. Active listening should be utilized to improve listening skills. Besides, comprehending what is being said requires full concentration and deliberate effort. Individuals would be able to differentiate between the main point or idea and the specifics when they engaged in comprehensive listening.

The findings highlight the following main factors: lack of personal experiences, lack of exposure to diverse cultures of motivation and interest, lack of feedback, lack of practice, and lack of well-designed listening activities likely influence respondents' listening skills. The impact of engaging with communication cultures outside the classroom on listening skills is also recognized as a factor that affects students' listening skills. This result could be valuable for teachers and curriculum developers to consider when designing or revising listening activities by incorporating more explicit reflective exercises or self-assessment tools. It is essential to consider various factors that could influence respondents' perspectives on the relationship between exposure to diverse cultural contexts and understanding English. These factors may include personal experiences with cultural immersion, educational background, language learning strategies, and cultural attitudes towards language acquisition. Additionally, individual preferences and learning styles may play a role in enhancing students' listening skills. It would be beneficial for the teachers to understand which aspects of the listening materials are effective for enriching students' understanding. This could involve seeking input on the types of materials students find most engaging, relevant, and conducive to learning about different contexts. Further investigation into the reasons behind the different perceptions could provide valuable insights for refining the curriculum.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

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Provenance and peer review

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Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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