

# Issues and Strategies in Improving Listening Comprehension in a Classroom

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## Abstract

Language is an important aspect of communication in our everyday life. Students must be trained to be cognizant of the semantic and syntactic domains of language. More importantly, they have to be aware of how language is used, as well as its different variations and linguistic twists. Listening, in particular, is the most demanding of all the language skills, as it is a vital discovery that enable students unmask creative ways in which language is pronounced and comprehended. This study explores the existing teaching methodologies applied to teach Listening skills to students of English Department at the College of Languages and Translation, King Saud University, Riyadh. The paper presents the difficulties encountered by students when learning the listening skill. Based on the expertise and practice of teaching the listening skill, it suggests new techniques which can be implemented to improve students' performance. It concludes with suggestions to teachers to implement the new techniques in order to allow the students to grasp the listening skill more effectively.

**Keywords:** Listening skill, Listening comprehension, Students, Language, Second or foreign language, Techniques

## 1. Introduction

This study examines methods employed for teaching listening to foreign language learners at the department of English and Translation at King Saud University in Riyadh. Also, it suggests new techniques to improve students' performance in the listening skill. To achieve this, the current techniques have been assessed, and new listening techniques are implemented to teach the freshmen of English listening skill at the College of Languages and Translation in Riyadh, Saudi Arabia.

### *1.1 Importance of the Listening Skill*

Of the four skills of language learning, Listening is commonly regarded as the hardest and most challenging. It, nevertheless, has been overlooked with much less time devoted to its instruction as compared with other language skills, like reading, writing, and speaking. Also, most studies concentrate more on the productive skills of writing and speaking (Hedge, 2000, Nunan, 2002). The focus in most language classrooms is testing practices and more on listening exercises than on teaching the listening skills. Richards and Renandya (2002) suggest that one expected purpose behind the approach was that listening abilities may possibly be developed in classrooms while students are exposed to second language encounter during the lecture. Nunan (2002) believes that listening is commonly regarded as an increasingly relevant language skill that underscores the necessity of acquiring skills and strategies relevant for the understanding of the spoken language. According to Gilakjani (2016: 1670) Listening skill is very important in foreign language learning because the key to learn a language is to receive language input. Unfortunately, listening skill is often seen as a passive skill in the classroom, as students seem to sit quietly and listen to conversations. On the other hand, Rost (2001) assures that listening is an important means of learning a new language. It is primarily by way of listening that language learners are introduced to a new language, which necessitates and improves the acquisition of their overall second or foreign language skills.

If students do not clearly understand what they listen in their language classrooms, they may find it difficult to learn the language which can have a very debilitating effect on their learning of other communicative skills, like speaking, reading, and writing. Moreover, listening is crucial for an effective and meaningful participation in the oral conversation. Rost (2001: 1) highlights that there is no spoken language without listening. Students feel lost if they do not comprehend the conversation. This is the reason why language learners lose their confidence, and request constantly for frequent repetitions of the spoken text. Similarly, students in Saudi are rarely accustomed to listening native English language speakers, which puts them in great difficulty in comprehending English language spoken with its usual pace and pitch. Furthermore, the students selected as subjects of this research have all chosen listening as their preferred language learning skill. Though, there are those who display their strong reading skill, and their aptitude for structured drills and substitution exercises.

## *1.2 Literature Review*

Richards and Schmidt (2010) define listening comprehension as the process of understanding speech in the first or second language. The evaluation of the available literature and research works on the topic demonstrates that students must be furnished with proper learning resources and activities through which they can be trained how to listen and comprehend the English language (Asemota, 2015). Teachers should give students the opportunity to listen to a variety of listening conversations. They can listen to native speakers' speeches and books that are written and published by non-native speakers, so that they can improve their listening skills and do not get disenchanted. When students improve their listening skills to a stipulated level, teachers can choose texts spoken by native speakers as teaching materials and activities. If teachers focus on these skills and sub-skills, it will motivate the students to manage the foreign language with more self-assurance and greater prospect of success.

In the teaching of English as a Second Language, the lessons in listening comprehension include linguistic units like phonemes, words, and grammar structures. They also involve the language context, situation, and background knowledge, as also the listener's expectations. Rost (2005: 503) points out that listening is a complex cognitive process, encompassing receptive, constructive, and interpretive aspects of cognition. This view of listening entails the tasks of hearing the spoken texts correctly, constructing the perceptually distinct units of sounds into words and sentences, and explaining the speaker's anticipated intention.

Hedge (2000) confirms that listening comprises two concurrent, reciprocally dependent mental activities, which are identified as bottom-up and top down processes. Bottom-up processing entails analysing every single sound in order to reconstruct the speaker's message, while top-down managing comprises previous information acquired by the listener.

One of the main hindrances in the acquisition of the listening abilities among the learners of second language is the difficulty of acclimatizing with the use of exact vocabulary. It has been variously noticed that in respect of English. Juan and Abidin (2013) have found out that the absence of the prior knowledge of English lexis and terminology was the major obstacle that students confronted when they started their listening sessions, and this made them reduce their awareness and understanding in the listening process.

Although hypothetical rationalisations with respect to the difficulties in the correct acquisition of the listening comprehension have offered many indications of the problems second language students encounter when an oral text is played to them for listening comprehension. But they cannot be completely relied upon because of the mere fact that the perceptions gained from them cannot provide any comprehensive justification of the listening problems faced by the second language learners. Vogely (1995: 41) states we still need research that documents empirically the relationship between what theory says and what learners actually know and more importantly do. In order to trace and pinpoint the efficacy of the listening comprehension texts, language teachers must weigh and consider the suitability of the text in the classroom situation and the background of the learners. The competent listener is sensitive and capable to grasp all the speaker's gestures such as tone of voice, facial expression, and bodily action, and meaning of words (Sharifian, 2009).

### *1.3 Statement of the Problem*

Students need to master the listening skill to help them in acquiring the other communication skills so that they can later express themselves freely. This study investigates the problems in listening comprehension test in English among beginner listening students at the English department at King Saud University. The background problems involving issues in listening comprehension will be discussed at a later stage of this study. Then, suggestions for new techniques for the listening skill will be given to students to overcome such problems.

### *1.4 Questions of the Study*

- 1- What are the listening problems encountered by the English students at the English department at King Saud University?
- 2- What are the current techniques used for teaching the listening skills to students?
- 3- What are the new techniques that can be implemented to improve students' performance in the listening skill?

## **2. Methodology and the Process of the Study**

The study investigates the factors contributing to listening comprehension problems faced by students of the English department at King Saud University. The subjects of the study are the freshmen students of the listening and speaking skills in the English department. The study highlights the current situation of the listening process, addressing the problems, and difficulties encountered by students. The study then suggests new techniques to be implemented to improve the students' performance of their listening comprehension.

### *2.1 Outline of the Students*

The participants in this study consist of the entire class of 28 students studying English Listening and Speaking 1. Lessons are taught at the department of English Language & Translation at the college of Languages & Translation at King Saud University lasting two hours a week for one semester (14 weeks long). The Students are all male who are in the third semester of their five-year programme for a bachelor degree in English language and translation. The students are assigned weekly home assignments projects and urged to find possibilities of practising the different English skills beyond the classroom. Their language awareness ranges from the beginner to the lower-intermediate levels. Nevertheless, the learners gravely lack conviction and feel uncertain and therefore, are disinclined to reply to questions as they are so doubtful and hesitant. The students chose the English language by their desire as they wanted to use it during trips and journeys, interacting with people from abroad, learning a new culture through its language, and finding proper careers after graduation as their goals for study.

### *2.2 Current Techniques Used*

The following practices are presently employed in teaching listening.

#### *2.2.1 Framework of Lesson*

- *Pre-listening*

Students are given the difficult vocabulary and are asked to anticipate them before they listen to the conversation. A number of comprehension questions are addressed prior to listening.

- *Listening*

The audio CD of conversation a native speaker of the language held by is played loudly. Usually, students are given a chance to listen to the conversation a second time. Students then answer the comprehension questions given to them.

- *Post-listening*

Answers of comprehension questions will be checked. Further, additional comprehension questions will be directed to them to make sure focus that the emphasis is not completely on pre-set questions. The audio dialogue is predominantly perceived as a way of initiating the intended language usages. Subsequently, situational language teaching approach will be used in the text to be developed for use in speaking drills and tasks.

### 2.2.2 Framework of the Current Lesson

#### *Materials*

The textbook used for the lesson is Q: Skills for Success: (Special Edition) Listening and Speaking 1 (Oxford University Press, 2016), a practical English textbook for beginners. While the textbook incorporates listening exercises, it also focuses on grammar workouts based on systematized exercises and coordinated grammar drills, before the students are asked to construct the attempted exercises in role plays or less structured conversations. As a special edition, the textbook has been modified for Arab learners by introducing Arabic names and land marks, as well as concepts of Arabic culture. As a result, the transcripts used for listening are made simpler and comprise some aspects of the native spoken English, like pauses, improvisations, and an abrupt beginning of speech, usually called false starts. The emphasis in the listening texts is on the language and its grammar in congruence with specifically speculated situations, for instance, the use of modals to understand and offer travel information. Most listening transcripts contain discourses between two to four speakers. There are mostly interviews, telephone conversations, or situational dialogues, like looking for a job. The transcripts also include some monologues. In addition to that, they consist of online exercises that can be attempted and evaluated by the learners and their instructors. But the students are not involved in the listening exercises. They are not required to answer but to listen silently. Listening comprehension is tested through various methods, such as completing tables, matching exercises, ticking boxes and gap-fills, to be attempted independently and not in groups or pairs.

#### Offering the Listening Text

Some teachers believe that the teacher modelling with learners as an active listening approach, can be the most suitable activity to display the texts for listening. This approach has the benefit of exploiting the learners' knowledge level, the speed variation in their voices, their stresses and modulations. Moreover, teachers can employ the long pauses between conversation in pronouncing and articulating or altering the keywords in the texts, to a more

familiar or incorrect form, modifying or moulding the difficult aspects to the learners' language abilities. In contrast, some learners discover that the teacher's modifying voice is far removed from the authentic texts spoken by the native speakers. Also, when there are two or more speakers, the teachers find it difficult to imitate their variations in tone and differences in hand gestures. However, using the accompanied CD besides online activities, and the teacher's voice and guide was a strategy used with students in class. Clearly, it can be seen that there is a contradiction between the two methods of listening texts presented to students.

### *2.3 Difficulties with the Current Approach*

The methodologies illustrated above did not help much in developing the learners' listening skills. Even though, they provided correct answers to the pre-set questions, they complain that the listening exercises were difficult, and they failed miserably to understand the listening texts. As an example, one of the students complained to his teacher that he could understand less than 30% of listening conversation. The problem with the learners is that they every so often quite exaggeratedly concentrate on the specific words, and they start losing confidence when they are incapable of understanding even a few sentences. Consequently, they repeatedly request for playing the conversation again and again, and at a much slower pace. It is, therefore, pertinent to take appropriate actions so that the learners' listening difficulties are encountered and resolved. A periodic and informal investigation into the authentic English discourses and texts for listening and the way they are taught as a second language in a listening class would reveal the shortcomings with regard to the existing teaching approach which has been largely unsuccessful in comprehending the facts and pragmatics linked to the learning of a foreign language in an EFL classroom.

### *2.4 Bottom-up and Top-down Activities in Listening*

- ***Bottom-up activities***

Corresponding to the bottom-up model, the listeners develop their perception and knowledge by beginning to understand the smallest unit of the audio discourse, which can either be individual sounds or phonemes. They then conjoin them into words, making thereby phrases, clauses, and sentences. By the end, they join these sentences meaningfully to derive ideas and concepts. It is in this way that they establish a meaningful relationship between them. This is to say that the listeners are capable of construing and constructing an inclusive and complete communication message by adding up the phonetic units, arranging them like building blocks, shaping them into terminologies, expressions, and sentences.

Anderson and Lynch (1988) quoted from Nunan (2002: 239), who termed this as the listener as tape recorder view as the listeners save in their memories the received sounds in order as they heard them, the way a tape recorder does. Above all, the listeners use clues from inside the text, their stored lexical knowledge, their awareness of the syntactical structures, and such linguistic aspects as stress, pauses, and accents, to reconstruct the meaning of what they listened in order to envisage what would be the consequence (Hedge 2000).

- ***Top-down activities***



**Top-down activity** is a strategy that focuses on understanding the text as a whole. It gives a clear picture of the main idea of the text. Besides, it enhances the previous knowledge of the learner which builds to improve the comprehending of the text. This strategy is used with the assist of **listening** activities such as: completing the sentences, identify the differences, identify the appropriate homophones and, role-plays and announcements. These activities can help the students to improve their **listening** skill, identifying ability, comprehending level, thinking and analyzing ability (Pushpalatha 2019). In other words, top-down processing is related to the way the listeners exploit their knowledge that they already have which is commonly known as the ‘schemata’. It signifies the reconstruction of meaning from the listening texts. For instance, when a listener hears a friend of his complaining about bad food in a certain restaurant, he is able to realize what it means to be a ‘disappointing dining experience.’ He would understand that either the food was not good, or the service was very poor. Hedge (2000: 233) records three different types of schematics used in top-down activities. They are content schemata, formal schemata, and script. Content schemata can denote common knowledge about the world, socio-cultural knowledge, or specific knowledge about a subject matter. Forma schemata suggests the complex sentence structures of speech events, for instance, religious or specific academic lectures. Script implies oral communications in which speech adheres to a regular pattern to a certain extent. For instance, when someone is buying a new phone, there is a set pattern of questions that all salespersons would ask.

Most of the time the two activities of bottom up and top down are combined and work concurrently in a collaborative sense (Flowerdew & Miller, 2005). The listener utilizes the syntactical information in the audio text and his prior knowledge to comprehend the contents of the texts that he has heard. His understanding and comprehension are useful information that the language instructor will use in teaching listening to EFL learners. Both top-down and bottom-down approaches become quite inevitable here to enable listeners to become competent language learners.

### *2.5 Difficulties in Second or Foreign Language Listening*

Siegel (2014) considers the listening a difficult skill to teach and learn. Students often encounter feelings of unease and uncertainty when they are faced with a foreign language listening text. This appears to be true because the input might not be implemented in real situation (Field 2008). Students usually get one opportunity to read and comprehend the text, while in reading students can usually read any part of the text as many as they wish if the meaning is unclear. Hedge (2000: 236- 242) outlines seven problems that learners of a second or foreign language are encountered with when endeavouring to construct meaning from auditory feedback:

- 1- Lack of confidence
- 2- Doubts arising from the speech performances
- 3- Diffidence due to the breaks in the message
- 4- Abstruse approaches

5- Language ambiguities

6- Unclear subject matter

7- Ocular obscurity

Most beginners face problems in understanding every word in the oral text. This difficulty can worsen further the new learners are largely unable to concentrate on minute linguistic events and process what they have heard. They have to be trained to focus on minute details (Vandergrift 2004).

The disappointment that results after failing to organize the significant schemata before listening enhances the learners' anxiety. In such a situation, the teacher has to bolster their courage and conviction, and create an encouraging learning environment (Hedge2000). The characteristics of auditory communication like its innate speed, its intonations, the muddling of word restrictions, and its requirement of speech to be handled in actual time, all can cause learning problems in language learners (Renandya & Farrell, 2011). In other words, the exploitation of strategies for time set-up, simplification, and compensation to help in simplifying the speech out-put can trigger added difficulties in comprehending the second language speech. For example, re-wordings, breaks between sentences, and rectifications are those features of natural speech that are not characteristically present in the listening texts. Hence language learners must take into account these aspects of the second language in order to help them understand it in a better way breaks and pauses between messages can also cause learning difficulties. In first language, listeners can regularly envisage educated guesses, while second or foreign language learners may require training in guessing or in fill-in-the-blanks exercises to prevail over any learning problems (Hedge 2000). An additional problem related with second or foreign language classroom teaching is the pictorial and ocular aspect of listening. Classroom teaching usually includes the employment of video or audio recordings to introduce students with the practice of listening. Nevertheless, in nearly all listening situations, the speaker is observable. In such cases, gestural hints, like the movement of lips, gestures, miming, and body language can be exploited to understand the speaker's message (Hedge 2000). Nevertheless, the usage of audio recordings can still be a viable and useful tool in listening practice for circumstances where the speaker is invisible, as in telephonic conversations. In short, learners will nevertheless have to work hard and recognize and classify diverse reasons and rationales involved in the listening process, such as for extracting sense and essence, or understanding the details that may be need different processing skills. The approach of bottom-up activities can help students develop word recognition skills, whereas top-down activities approach can build real life listening skills (Vandergrift 2004). Rost (2011: 182) lists six types of listening which students will need to practise in order to become competent listeners:

- 1- Concentrated listening.
- 2- Eclectic listening.
- 3- Collaborating listening.
- 4- Widespread listening.
- 5- Receptive listening.



## 6- Self-directed listening.

Additionally, the listening activity might not come to its logical end only with the understanding of what was said and heard. The listener might be expected to act in response. In such a situation the teacher has to give enough chances to the learners to take part in collaborative listening, because in actual reality listening is seldom simply mutual (Nunan 2002).

### *2.6 New Techniques for Teaching Listening*

A variety of teaching techniques will be illustrated here on how teachers can assist learners to cope with listening texts to improve their listening comprehension.

- ***Pre-listening***

At this phase, the teacher needs to initiate pertinent schematics to support students' top-down processing. In addition, the teacher is expected to provide the learners with the listening discourses which can help students to keep them mentally prepared for the text they are going to listen to. Also, guessing the subject matter, deliberations on the textual issues, and drawing ideas, can be utilized to create the conditions in which the listening process can succeed. At the same time, it is also pertinent that the teachers motivate the students and draw their attention towards a purpose for listening, in order that their listening skill is improved. To draw students' attention to the listening process, the teacher must provide them with a purpose to listen, for instance, making guesses regarding the substance of the listening text. It can make the students actively engaged with the text. Field (1998: 112), nevertheless, stresses that language teachers usually devote a lot of time to the pre-listening phase, to the detriment of the listening practice. He believes that five minutes or less is enough to describe the background and generate motivation among the listeners.

- ***Authentic materials***

With the listening goals in mind, the teachers need to equip students with the knowledge and expertise of the skills to comprehend real-life situations. It is just then that they need to introduce the spoken language and the features of natural speech to the students. Although it could be not easy for the freshmen listeners, streamlining the task in hand while listening to the source text can conceivably be an inspiring and exciting experience. But at the same time, students must be told that it is not expected of them to understand every single word (Field 2002). Hedge (2000) suggests that dialogues comprised of distinct and familiar situations and role relationships can help in comprehending the text.

- ***A Diagnostic Approach***

Referring to the comprehension methodology of pre-setting questions and testing for learners' responses, Field (1998) and others substantiate that comprehension questions only test listening skills. They do not help in teaching the skills. Also, in this kind of methodology there is little focus on how the responses were acquired. Nonetheless, Siegel (2014) observed that comprehension questions are even so helpful in most of the listening lessons. Furthermore, Field (1998) proposes that by using an analytical approach to listening,

checking on, how the responses were achieved, language teachers can find out where comprehension failed to deliver the correct answer, and they can then put more emphasis on the those grey areas in their future instructions.

### **3. Listening Strategies**

Listening strategies are usually termed as the cognitive, meta-cognitive and socio-affective strategies employed to remedy gaps in knowledge, can be beneficial for less skilled students. Listeners need to acquire and use strategies they are familiar with in their first language, and transfer and adapt them successfully to the second or foreign language listening (Field 1998). Researchers contend that owing to the absence of any secondary data and the added onus on teachers, the time devoted to the teaching of strategy and approaches could be used in teaching the students the practice of become used to the listening texts. (Renandya & Farrell 2011).

#### *3.1 Sub-skills and Intensive Listening*

Field (1998) distinguishes between listening strategies and sub-skills. He presumes that sub-skills are perceived as abilities that the native listeners naturally enjoy, and which second language learners must learn to achieve competency in the language they are learning. On the other hand, these approaches are quite rewarding and as the listening abilities of the learner get better, he is not as much in need of them. This belief implies that for a long-standing improvement, listeners should acquire stronger listening sub-skills. Field records three areas skills have to be fostered: types of listening, the structure of the conversation, and techniques. He encourages the practice of notation to assist language learners in improving their ability to foresee what would follow in the listening text, classify minimal pairs, and recognise three main points. Hedge (2000) also talks about the learning advantages of a thorough bottom-up listening practice in the post-listening stage of the lesson.

#### *3.2 Extensive Listening*

Recent researches on extensive listening have found positive effects on encouraging comprehension (Renandya & Farrell, 2011). Renandya and Farrell confirm that listening is most successful where the listeners are exposed a large variety of exciting, amusing, and to best learnt through exposure to large amounts of interesting, enjoyable, and clear and understandable listening texts. Similarly, Chang and Millet (2014) point out that when students were engrossed in wide-ranging listening texts vis-a-vis extensive reading, they displayed substantial progresses in listening comprehension. Therefore, it seems clear that exposure to listening texts can smoothen the progress of comprehension, and it is considerably useful when studying other skills such as reading (Stephens, 2011).

#### *3.3 Adaptation of Practices to Existing Situation*

In view of the low achievement with regard to the students' grasp of listening skills, it was considered an opportune to implement new techniques incorporated into the repertoire. It was necessary to familiarize with these teaching practices to go with the specific learning abilities

and ways of each learner and attend to his or her learning requirements in the best possible way.

### 3.3.1 Listening Materials

With reference to the earlier researches discussed above, the teacher must activate the students' appropriate previous knowledge, notifying it was not pertinent for them to fathom every single word, streamlining the task to assist understanding of the listening text. It is also to be suggested that smaller original listening texts on easy themes ought to be utilized to stop learners from getting upset and discouraged when they are unable to understand the spoken text. Students must also be directed to prepare an all-encompassing list of resources offered on the websites and trained to search for them. The main emphasis in this respect has to be on the constant effort to improve the motivation level of the learners, and on fostering their knowledge of the various aspects of the native language, such as stops and reformulations. Students can use partially original texts which can be used to practise listening. Kurita (2012) points out that students might discover that listening comprehension is a hard and challenging skill to master. It is at this stage that teachers are expected to affect a change and come up with listening exercises that are more interesting and effective.

### 3.3.2 Listening Tasks

The textbook for the purpose provides a variety of tasks which maintain student interest and offer a variety of objectives for listening. In addition, the teacher supplies students with extra exercises to facilitate these tasks and minimize their anxiety by enabling them to grasp the skills needed for the tasks. The students work on certain vocabulary and then they are presented with activities on listening for large scale, inclusive meaning. Implementing authentic materials with listening for global meaning technique could be advantageous in cultivating students' aptitude to listen for the substance, the kernel, and understand the sense and the essence. Another technique has been used by providing students with chances to listen for detail and gist, such as listening to the text many times, but working on diverse, dissimilar tasks each time. Students can then form different responses which can be used in real life situations for listening as it would be more useful and effective than questions of the traditional comprehension (Field 2002).

### *3.4 Extensive Listening Strategies*

Providing the students with extra activities either online or handing over to them for fun may appear to be a somewhat alluring proposal or plan, as an individual student will feel less unease seeing that he is not going to be examined, and can just rest and relish his or her encounter with the listening discourses. Nevertheless, a wide-ranging listening text necessitates a lot of time and other obligations, and the time allotted for classes will not be enough. Therefore, students can spare sometime in their classes for these activities or they can do them at home at their free time. Initially, students need to listen to brief, familiar, and simple texts in class for fun, and then they can be encouraged to do more at home. This extra activity can be keeping in tune with their own particular interest, such as a documentary series or a film clip.

### 3.5 Amalgamation with the Additional Communication Skills

There is no doubt in the fact that listening as a skill cannot stand alone, and lessons cannot consist of listening instruction, and students need to acquire and grasp the other skills.

Adapting the useful learning materials could enhance the process of teaching listening as well as the other skills (reading, speaking, and writing). According to the reviewed literary resources presented, it can be suggested that implementing a variety of listening activities. Among others, they include assistance in recognition of pronunciation features, assistance in developing listening comprehension, or allowance of multi-modal processing. Generally speaking, it can be said that adopting of various activities for listening for the purpose of listening enhancement suppresses some of the unnatural features of traditional EFL classroom ear training and brings a number of potential benefits.

## 4. Conclusion

The study displayed problems and difficulties in the acquisition of the listening skill encountered by the Saudi students in the English department at King Saud University. It also has examined the techniques currently used in teaching listening to freshmen students at the College, while trying to analyse their effectiveness, before reviewing a variety of techniques suggested by experts in the area of the second or foreign language listening instruction. The paper also considers how the techniques discussed can be utilised in the classroom context. Based on the techniques discussed for the listening skill, it can be asserted that listening competency of students can be enhanced by a number of new techniques to be implemented. First, the listening activities in the textbook should not be overlooked but they need to be handled effectively. In other words, Students need to focus on listening instructions in classes integrating the other skills. Also, techniques need to motivate learners to practice related activities in the textbook. Textbooks should have ways of varying the types of listening materials such as authentic materials, podcasts, real life situations, etc. The aim of listening instruction shouldn't be just to improve accuracy but also fluency. In this sense, textbooks need to include necessary information regarding how to implement the coursebook effectively and how to exploit listening strategies such as pre-listening, while-listening and post-listening, predicting, asking for clarification etc. Needless to say, the audio recordings of the coursebooks are easily obtainable from the Internet. So learners and teachers both in and out of the classrooms can reach them using their mobile devices. Further, teachers should be flexible and understand their students' needs, and have the ability to adopt teaching techniques. In consequence of being competent in listening, students need to absorb the skills needed to comprehend and respond to spoken language, besides the access to aural input. Vandergrift (2004: 3) asserts that students need to learn to listen, so that they can better listen to learn.

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