



## The Difficulties That College Students' Face to Improve Listening Understanding

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### الصعوبات التي يواجهها طلاب الجامعات في تحسين فهم الاستماع

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#### Abstract

This study's focus is on examining how students at the College of Education in Qarabulli can enhance their listening abilities and how their environment can affect how well they develop those abilities, which will help them solve problems more accurately. Thus, a quantitative approach applied to 32 second-year students at the College of Education in Qarabulli in collaboration with the Department of English second-year students. Two male students and twenty female students were present. A closed-ended questionnaire used for data collection and calculation, and the results were analyzed and displayed using percentages in easy-to-read tables and graphs. Several assumptions made, such as that, students use a variety of methods and tools to enhance their listening comprehension, learn new skills, and broaden their vocabulary and repertoire, and that these tools utilized to engage with various subjects.

**Keywords:** Improve, Factors, Listening Skill, Techniques.

#### المخلص

تركز هذه الدراسة بشكل رئيسي على دراسة كيفية تمكين الطلاب في كلية التربية في القره بولي من تعزيز مهارات الاستماع لديهم وكيف يمكن لبيئتهم أن تؤثر على مدى تطويرهم لتلك القدرات، مما سيساعدهم على حل المشكلات بدقة أكبر. وبالتالي، تم تطبيق نهج كمي على 32 طالباً في السنة الثانية في كلية التربية في القره بولي بالتعاون مع طلاب السنة الثانية بقسم اللغة الإنجليزية. حضر طالبان وعشرون طالبة. تم استخدام استبيان مغلق لجمع البيانات وحسابها، وتم تحليل النتائج وعرضها باستخدام النسب المئوية في جداول ورسوم بيانية سهلة القراءة. تم وضع العديد من الافتراضات، مثل أن الطلاب يستخدمون مجموعة متنوعة من الأساليب والأدوات لتعزيز فهمهم للاستماع، وتعلم مهارات جديدة، وتوسيع مفرداتهم ومخزونهم، وأن هذه الأدوات تُستخدم للتفاعل مع مواضيع مختلفة.

**الكلمات المفتاحية:** تحسين، تطوير، مهارة الاستماع، التقنيات.

#### Introduction

One of the most significant languages in the world today is English. At all times and extensively spoken. It is in high demand everywhere everyone can study it, so there is no age or location restriction. It has also become simple to learn and can be done anywhere, regardless of educational background.

The four components of the English language are speaking, listening, reading, and writing. We will examine listening abilities in this chapter. Since English is the language of

communication, listening is a crucial ability for anyone learning the language. Many people may have trouble learning how to listen because of various factors that influence this skill. By learning how to improve this skill, we can expand our vocabulary, better understand the world around us, interact with others, and make the right decisions to solve problems. The ability to pay attention to what the speaker is saying and make an effort to comprehend it without sidetracked or concentrating on something else is another aspect of listening\ *Auditory* skill. People should practice this exercise with others in order to enhance their listening abilities. They should also identify the factors that hinder their ability to learn listening skills and seek to improve them. For instance, watching films or videos is one way to enhance listening abilities.

### **Statement of the study**

The study of listening skills emphasizes the value of engagement, attention, and feedback in the efficient processing and comprehension of auditory information. The goal of the study is to investigate strategies like active and sympathetic listening as well as barriers to hearing including biases and distractions. It also looks at how listening abilities help with dispute resolution and communication in the workplace and in the classroom. The study intends to assess the influence of technology on contemporary listening practices and offer solutions to increase listening efficiency through theoretical analysis and real-world implementation.

This paper applies to answer these questions:

1. How can listening skills be cultivated the most effectively?
2. What factors influence the development of listening skills?
3. Does effective listening affect one's capacity for problem solving and decision-making in the classroom?

### **Objectives of the Study**

The objectives that this study aims to achieve:

1. Clarifying the best ways and means to improve listening skills among students and learners.
2. Scrutinizing the factors to be uses in listening skills.
3. Reconnoitering how good listening skills influence decision-making and problem solving in educational contexts.

### **Importance of the Study**

All English as second language students should take note of this study, which provides the most effective methods for improving listening comprehension. Furthermore, it clarifies the factors that influence students and pupils while achieving the goal of enhancing listening skills. In any educational situation, it is important to understand how excellent listening may help students and language learners resolve problems and make decisions. This effort may pique the interest of other academics seeking different techniques to improve their listening skills.

### **Limitations of study**

This study only indication to developing listening \auditory skill at the College of Education in Qarabulli. Among second-year English language student Discovery methods and techniques to develop listening skills.

### **Hypotheses of the Study**

The research founded on the subsequent hypotheses:

1. Active listening and a strategy to improve listening skills.
2. Factors that achieve listening skill
3. Good listening positively influences the ability to solve problems and make decisions in educational contexts.

### **Methodology of the Study**

This study established on the quantitative method, relying on the quantitative as the data collection tool (questionnaire). This study focuses on the impact of positive factors, good listening, and only motivating students and English language learners to talk to it. The size of the study sample is limited to 32 students, 2 males and 30 females, from the second year of the English Language Department at the college of Education Al-Qarabulli.

### **Literature Review**

On listening auditory skill and Its Essential Role in Language Learning and Academic Success.

### **Definition of Listening**

The impression of listening, its importance, and the best technique to improve listening skills, the factors that realize this skill, and what affects good listening and its ability to solve problems and make decisions in educational contexts. Listening and hearing may parallel, but they involve different processes. Listening requires active analysis and interpretation of sound, while hearing is the passive perception of sound. According to [1], listening is an "active process that requires attention,

interpretation, and response to what is heard'. Study [2] defined listening as the process of absorbing, understanding, and analyzing verbal messages in accordance with the context. Study [3] defined it as the ability to distinguish sounds, understand their meanings, and respond appropriately. From these definitions, it is clear that the skill of listening requires focus, understanding, and interaction with the spoken content to achieve effective and constructive communication.

### **The Importance of Listening Skills**

**Listening skills** considered one of the essential skills in effective communication, and they hold significant importance in various aspects of life, whether in personal, educational, or professional contexts. Below are some points that highlight the importance of listening skills. According to Thai et al., [4] listening is important skill but poses challenges for learners. And they face the same problem. That is way their research was about the difficulties in English listening comprehension among non-major students, in order to find applicable solutions to help students improve their listening skills. They used the data analysis descriptive statically and data collection was a listening skill test. The survey sample consists of 188 first-year students majoring in Accounting and Business Administration at university of transport and communication Ho Chi Minh City campus.

**Improving Communication and Understanding Others.** Listening skill is very important to connect and understanding each other. Good listening helps to understand the thoughts and feelings of others, which enhances positive interaction and reduces misunderstandings. According to [5], effective listening is a key component of successful communication, contributing to building trust and strengthening relationships. so Good listening helps enhance personal relationships, as others feel valued and respected when they listened to attentively. A according to S. Vanitha [6] founded the same problem to keep decent connection among our colleague we have to stretch our ears to their emotions. Stop never-ending listening to electronic devices and social media and give importance to the conscious feelings of our people. Listening skills manufactures the rapport and encourages understanding of the fellow human beings by feelings and their point of views.

**Enhancing Academic Learning.** In an educational environment, good listening helps students absorb information better and actively participate in discussions [7]. Stated that listening is an essential skill for learning, as it helps students engage with educational content and develop critical thinking skills. **Improving Professional Performance.** In the workplace, effective listening is a crucial skill for interacting with colleagues and clients, as it contributes to problem solving and making more decisions that are effective. According to [8], good listening is a linked to increased productivity and improved work quality, as it fosters collaboration and reduces errors caused by misunderstandings.

**Building Social Relationships.** Good listening helps enhance personal relationships, as others feel valued and respected when they listened to attentively. So, effective listening is a powerful tool for building trust and deepening human connections. As well as d developing Emotional Intelligence Effective, listening contributes to developing emotional intelligence, as it requires understanding and empathizing with the feelings of others. According to [9], emotional intelligence heavily depends on the ability to listen and understand others. Naoko KATO [10], claimed how Listening skills also promote an amiable relationship between individuals and society by using an activity, which induces students' interest in the topic and simultaneously alleviates their anxiety by collaborating

### **Strategies to Enhance Listening Skills**

- Predictive Listening Tasks is a pre-reading technique. According to Yavana Bhasha [11] Journal of English Language Education They face the same to improve students' listening skill that way their study aimed to improve students' listening skills through a Text Prediction Strategy (TPS) using a QR code scanning activity.

The data analysis techniques in this research is a classroom research study conducted using two groups. The study subjects were students in SMPN 3 Selat, ninth-grade students in the first semester of the 2019/2020 academic year, consisting of 32 students, including 15 male students and 17 female students. This study examined the Text Prediction Strategy (TPS) using a QR code scanning activity to improve students' listening skills. The steps were planning, action, observation, and reflection. Learners predict content based on titles or keywords before listening, then verify accuracy. This builds top-down processing and anticipation skills [12].

- Gap-Fill Challenges: filling–gaps are one of the techniques, which used to enhance listening skill comprehension. There are many items for these techniques such as gaps-filling story, Missing words in sentences etc [13].

Said that listen to audio recording containing missing words; have learners fill in the gaps using contextual clues. This reinforces word discrimination and detail retention. Through this stimulation, listeners can comprehend and understand words and write them correctly. Whereas Nur Ekaningsih [14] explained how listening comprehension by Short Story Gap Fill improved students' listening comprehension achievement, he used the qualitative data in interview approach, while the quantitative

data was their scores in pre-test and post-test on listening comprehension. They were “pre, while and post-listening which focused on students’ ability to carry out the gap on the listening exercises. This research consisted of two cycles. The sample was 31 students through using fulfill the gap in listening comprehension.

- Sequencing Activities: is one of the techniques, involve setting things in a particular sequence, frequently subsequent a guideline. From simple number identification to more intricate ideas comparable problem solving and narrative, these trainings used to teach a variety of skills. They are especially helpful in early childhood education to foster cognitive abilities and lay the groundwork for subsequent schooling [15].

Stated that Use exercises that involve arranging sentences or mixed events in the order in which they appear in the listening passage. These exercises help learners develop their coherence in cohesion and comprehension. Whereas Bahman et al., [16] face the same problem in Sequencing Activities to improve listening performance that’s way. The sample of 64 EFL learners aged from 13 to 16 participated in this study. The sample were both females and males. They used listening test. This sample selected because the researchers intended to be sure they could afford sequential tasks and provided tests.

- Interactive Dictation is one of method, which used in teaching language learning. For instance, Partial dictation and dictogloss. Where students receive spoken text and transcribe it down at the same time.

This engaging practice encourages students to interact with the material, enhancing their writing, speaking, and listening skills. According to [17], Pairs collaborate to transcribe a short audio clip, discussing uncertainties. Enhances collaborative listening and accuracy. The learners will transcribe a brief audio clip, underline the collocations, and then discuss on the details why they work together.

- Extensive Listening Logs is a technique, which refers to people record their listening activities, specifically when they are taking part in extensive listening. The context of language learning requires overwhelming of audio content for enjoyment and general comprehension rather than concentrating on detailed comprehension or particular language aspects.

Comprehensive Listening according to [18], Learners engage with and reflect on their chosen audio content (e.g., podcasts, webinars, video calls, etc.). This content promotes independence and fluency. Listening should be done regularly, i.e., twice or more per week. Whereas Santi Prastiyowati [19], has the same point in her study. here, she described the teaching of extensive listening to English Department students of Muhammadiyah University of Malang. The students about the difficulties faced and the strategies applied the research during the learning process. Quantitative and Qualitative methods used in this study. She used Questionnaires with close and open-ended questions and interview to improvement the students’ opinion while the data to identify the strategies used by the students gathered from interview. The subject of this study was 12 students who join Basic Listening subject.

### **Factors That Enhance Listening Skills**

- Concentration and attention are very importance for effective listening. Without focused, it is difficult to understand and remember what is listen to during the exercise's recording. Some of circumstances internal and external leading to misinterpretation .so that is why it is one of important factor.

According to [20] Concentration and attention is the one of factors Concentration and attention are two essential factors for effective listening. A student must fully focus on what he or she is hearing, especially when assessing writing and other tasks. While Christine Wolfgramm, Nicole Suter & Eva Göksel [21] raised the same idea about focus and attention. Their study addressed this topic, using a sample of 345 sixth-grade primary school students in Switzerland. They used structural equation modeling to collect data. The most important predictor of listening and reading comprehension was vocabulary.

- Contextual understanding or Contextual knowledge is the capacity to understand information by considering its surrounding circumstances, contextual, and related factors. It's about clutching the complete picture and recognizing how the context forms meaning, rather than just understanding individual words or phrases in separate [22], reported that Contextual Understanding means understanding the context helps interpret words and non-verbal cues more effectively.

According to Happy Annisa' Octaviani, Hermayawati [23] faced the same problem. Their research conducted to improve students' listening competence by using Contextual Teaching and Learning (CTL) method. The approaches, which used in this study, were the pre-test, treatments, and post-test given to find the students "listening improvement in learning using CTL. In English Education Study Program, Faculty of Teachers Training and Education Mercu Buana University of Yogyakarta



- **Linguistic Knowledge:** The understanding and knowledge gained from a variety of linguistic samples, including expert-curated collections, large semi-automatically annotated datasets, and uncurated online content, has known as linguistic knowledge.

It captures distinct world conceptualizations and has its own methods for creating words, phrases, and sentences to convey ideas. We gain a deeper comprehension of the world we live in as we contrast the vocabulary and grammatical structures of different languages. For that, a good level of linguistic knowledge enables the listener to comprehend speech more effectively stated by [24].

- **Analytical Skills:** The ability to break down information into smaller categories and make inferences has known as analytical skill.

Research, data analysis, communication, critical thinking, logical reasoning, and creativity are some of the categories that make up analytical skills. According to [25], the ability to analyze speech and understand relationships between different ideas contributes to better comprehension.

- **Positive Interaction:** Constructive and encouraging interactions between people that foster cooperation, understanding, and trust referred to as positive interactions.

In order to create a friendly atmosphere for families and communities and make sure that everyone feels appreciated and involved in the educational process, these interactions are crucial. It found out by [26] Engaging with the speaker enhances understanding and demonstrates interest in the topic

- **Practice and Training:** Although they both refer to developing skills, "practice" and "training", have different goals.

Training is a more systematic approach to learning and skill development that recurrently follows an automatic curriculum or program. Conversely, practice includes performing an activity recurrently in order to keep and improve upon previous skills, frequently with greater flexibility and individual focus. According to [27], regular listening practice helps improve this skill.

- **Effective Strategies** are well-thought-out plans that accomplish their aims and produce favorable outcomes.

A long-term view and a sequence of well-coordinated actions are frequently required in this systematic approach to reaching a particular result. Effective strategies involve more than just having a plan; they also involve carrying it out positively and making necessary adjustments [28].

Claimed that by using strategies such as prediction and summarization enhances comprehension. Whereas Ali et al., [29] have the same point about effective Strategies and it is importance to improve listening comprehension their article was about "learning strategies of English in English Foreign Language setting in Iran. To assist in figuring out how language learners in EFL or ESL contexts acquire their target language. The sample of study were eighty EFL students in the age range of 18 to 24 at under-graduate level in Bushehr Persian Gulf University. they used two types of questionnaires the first test included age, gender, language attitude and subjects etc. and a learning strategies questionnaire has included a twenty-nine-test adapted from the original willing (1994) survey.

- **Managing Psychological Factors** are mentions to the elements that pertain to an individual's perception and information processing style referred to as managing psychological factors. Recent research has connected moral awareness to a number of psychological characteristics that are not normally associated with the moral domain. Controlling anxiety and stress during listening improves focus and attention [30] reported that Stress could make a student lose focus and sometimes make them mishear or not hear anything. This is due to lack of concentration and wandering thoughts
- **Feedback:** Focusing on the facts, emotions, or both is what feedback entails. This could be an example of an active listening response: "You seem to be feeling (feeling word) about (situation)." Reflecting and summarizing are steps in the active listening process.

This assurance a shared understanding of the issue or issues and gives the speaker reassurance. Receiving feedback helps identify strengths and areas for improvement. According to [31], Feedback can help students develop and enhance their listening skills. It also builds a good relationship between students and their supervisors and fosters trust between them.

- **Assistive technologies** significantly improve hearing for those who have auditory processing issues or hearing loss.

These tools can simple devices like personal amplifiers to intricate configurations like speech recognition software and FM transmitters. Therefore, a listening lab in the classroom gives students the opportunity to hear native speakers in order to improve their language skills and pay attention to vocabulary. Utilizing technology increases opportunities for practice and learning [32]

### **Material and methods**

This research used a quantitative approach, focusing mainly on students, to collect, analyze, and then collect data, by answering the main questions of this study. Participants are the ones who provide

their answers and opinions about this study, about some questions related to this study and how to improve and develop it to facilitate their learning of this skill. The participants in this study selected randomly, and the selection fell on 32 students of the English language at the College of Education / Qarabulli. The ages of the participating students ranged between 18 and 21 years, and there were 30 females' students and two males' students. The study relied on the descriptive approach and comparative analysis using appropriate analysis methods, and on the practical side, the questionnaire form relied upon as a tool for collecting data related to (To improve the listening skills in college education).

### Result and Discussion

After the supervisor reviewed this questionnaire, it approved, and a researcher given permission to conduct and distribute it. After the approval given, it distributed to the participating males and females students who are studying at the College of Education, Qarabulli / University of Al mergib. The questionnaire distributed within a maximum period of one day in January 2025. The data collected from the questionnaires carefully analyzed immediately after they returned by the participants and shown in statistical tables.

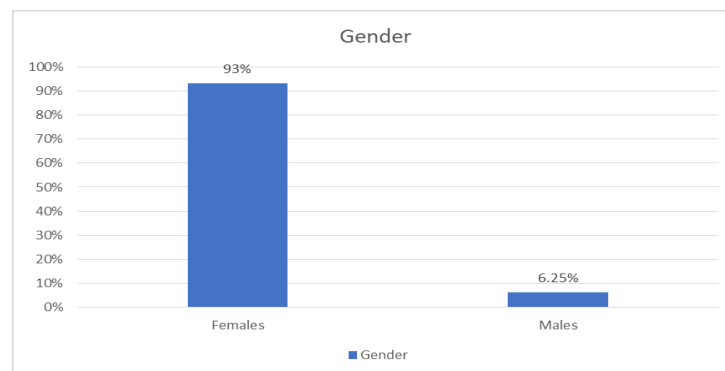
### Data analysis:

#### Gender

**Table (1): Gender**

No	Gender	number	Ratio
1	Females	30	93%
2	Males	2	6.25%

**From Table No. (1),** It was shown that the number of participants was (32) and that (93%) of them were females, and (6.25) were males. As the following figure shows:



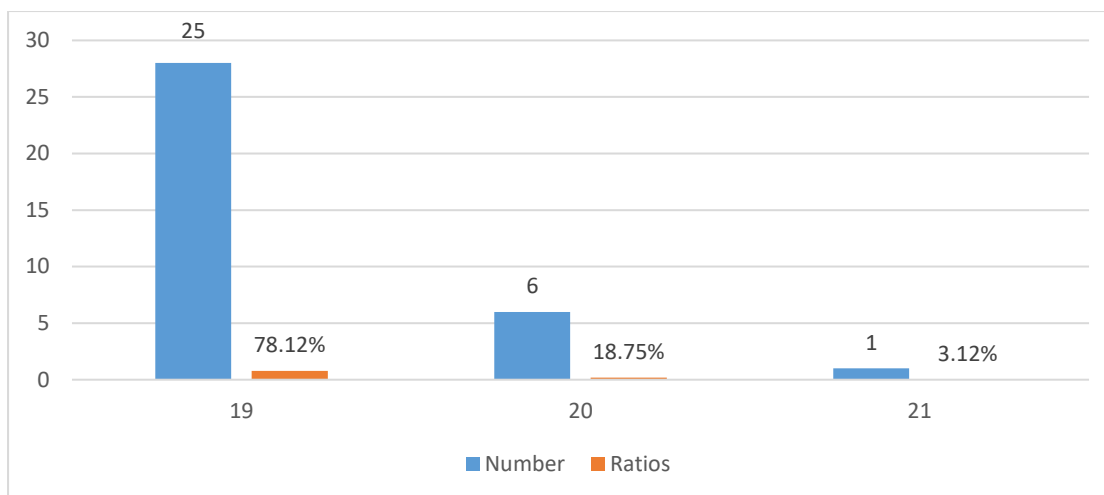
**Figure (1): Gender**

#### Age

**Table (2): Age**

No	Age	number	Ratio
1	19	25	78.12%
2	20	6	18.75%
3	21	1	3.12%

Table No. (2) Shows that (78.12%) were (19) years old, (18.75%) were (20) years old, and final (3.12%) were (21) years old.



**Figure (2): Age**

## Results

The results presented for ease of understanding in tables and statistical figures.

**Table (3): Do you have trouble hearing what speakers are saying and do not understand them?**

NO	Statement	Always	Sometime	Often	Never
3	Do you have trouble hearing what speakers are saying and do not understand them?	0	24	8	0
		%0	75%	25%	%0

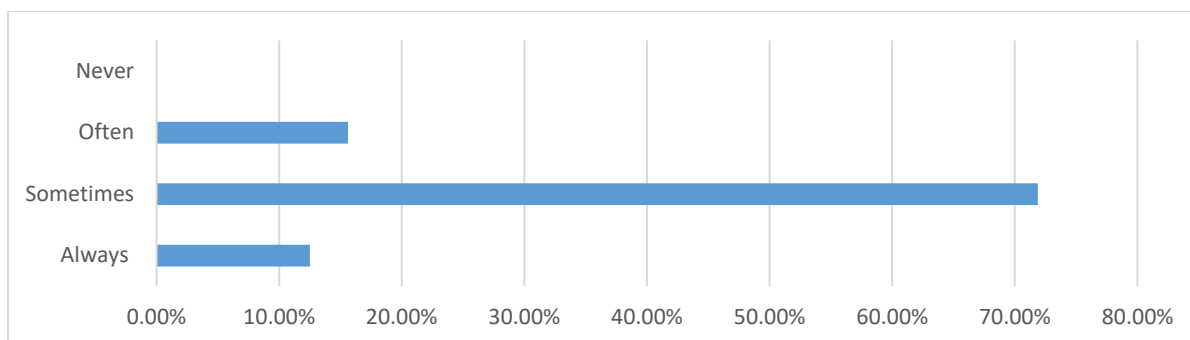
Zero percentage answered that they do not always face difficulties, [17] perhaps because they have strong listening skills or the speaker's speech is understandable. 75 %, answered that they sometimes face difficulty in listening, perhaps because the speaker does not pronounce it correctly or they cannot distinguish between vowels and consonants. On the other hand, maybe they do not practice or listening from time to time [18]. 25% often cannot understand the speaker, perhaps because the speaker speaks quickly. Zero percentage answered that they do not face difficulties at all, perhaps because they have a great command of the language or they concentrate well on the speaker [30] as the following figure shows:

Ratios	Number	Age
78.12%	25	19
18.75%	6	20
3.12%	1	21

**Figure (3): Do you have trouble hearing what speakers are saying and do not understand them?**

**Table (4): Do lengthy conversations cause you to become distracted?**

NO	Statement	Always	Sometime	Often	Never
4	Do lengthy conversations cause you to become distracted?	4	23	5	0
		12.5%	71.87%	15.62%	%0

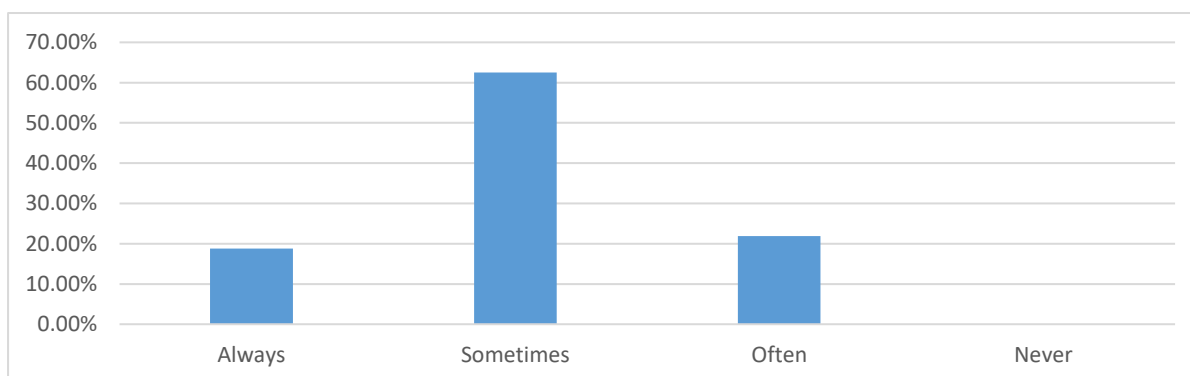


**Figure (4):** Do lengthy conversations cause you to become distracted?

Based on the figure above 12.5% answered always, maybe what the speaker is saying is boring and long or maybe there is something on his mind [12]. Whereas 71.87% answered sometimes, maybe because he/she is just listening and does not participate in the conversation with the speaker or maybe there is noise around and he cannot concentrate with him. In addition, 15.62% answered often, maybe because they are thinking a lot or maybe they are bored with the conversation. While 0% answered never, meaning that they do not face any distraction when listening, maybe because they are enjoying the conversation, or the topic is interesting [26].

**Table (5):** Do you think you need to hear something again to make sure you understand it?

NO	Statement	Always	Sometime	Often	Never
5	Do you think you need to hear something again to make sure you understand it?	6	20	7	0
		18.75%	62.5%	21.87%	0%



**Figure (5):** Do you think you need to hear something again to make sure you understand it?

The aforementioned figure indicates that 18% of people must constantly repeat words due to hearing loss or poor comprehension. In contrast, 62.5 percent of students occasionally struggle to understand word meanings and must repeat what the speaker says because they are unable to understand certain words [24], particularly in exercises that require them to arrange sentences or mixed events in the order that they occur in the listening passage, with missing words. Furthermore, 21.87 percent of respondents indicated that they frequently have to repeat what the speaker said due to their inability to tell some letters apart [15]. However, 0% of people never have to repeat words because they know them well.

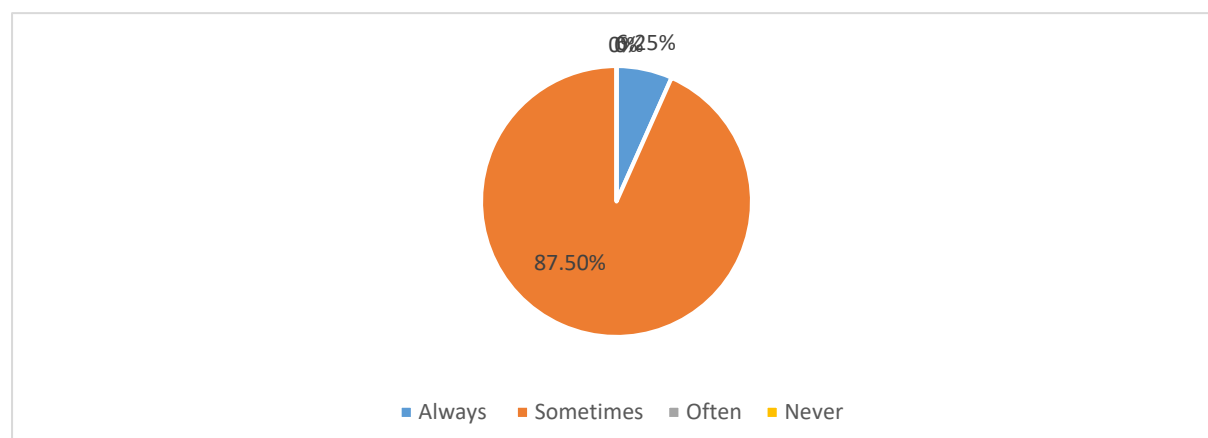
**Table (6):** During conversations, do you have trouble understanding certain words or terms?

NO	Statement	Always	Sometime	Often	Never
6	During conversations, do you have trouble understanding certain words or terms?	2	28	0	0
		6.25%	87.5%	0%	0%

As based on above, 6.25% of listeners always struggle to understand words, possibly as result of the speaker using words they are not familiar with. However, 87.5% of people occasionally struggle to understand words during a conversation, possibly because of speaking too quickly or pronouncing words incorrectly. Since the subjects are straightforward and the vocabulary is basic, 0% of students



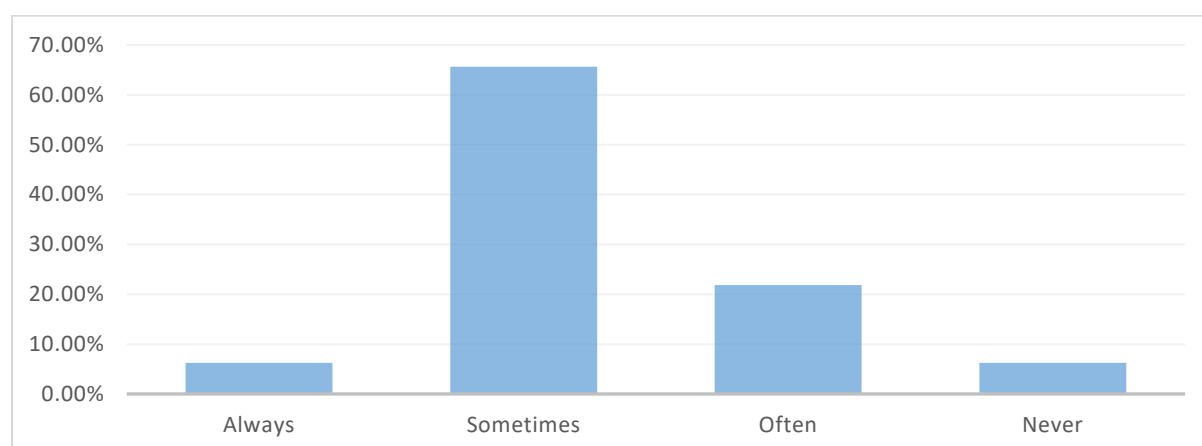
frequently have no trouble understanding speech. Zero percent; as shown in the following figure, never have any trouble understanding speech [13].



**Figure (6):** During conversations, do you have trouble understanding certain words or terms?

**Table (7):** Do you actively participate in conversations based on what you have heard?

NO	Statement	Always	Sometime	Often	Never
7	Do you actively participate in conversations based on what you have heard?	2	21	7	2
		6.25%	65.62%	21.87%	6.25%



**Figure (7):** Do you actively participate in conversations based on what you have heard?

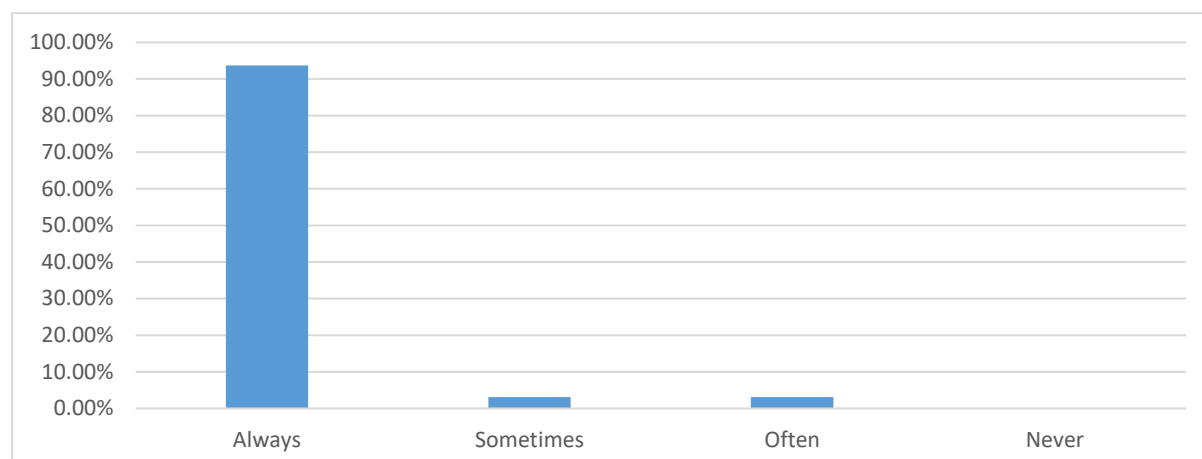
According to the aforementioned figure, 6.25percent always engage in conversation. Their slow comprehension or preoccupation with what to say could be the cause of this. About 65.62 percent, however, occasionally join in discussions due to the range of subjects covered or the social setting. Between 21.87 percent, they frequently engage in dialogue. They might be highly gregarious [5]. Conversely, 6–25% never take part. They might not comprehend the subjects, or the range of subjects covered, which could be the cause of this.

**Table (8):** Do you use techniques to remember information while listening?

NO	Statement	Always	Sometime	Often	Never
8	Do you use techniques to remember information while listening?	30	1	1	0
		93.75%	3.12%	3.12%	%0

As based on above, 93.75% percent of students always employ memory-boosting strategies, like concentrating on specifics or associating information with images. On the other hand, 3.12% occasionally employ strategy to retain information due to their lack of experience with it [18]. Furthermore, between 3.12% percent frequently employ these strategies to retain particular

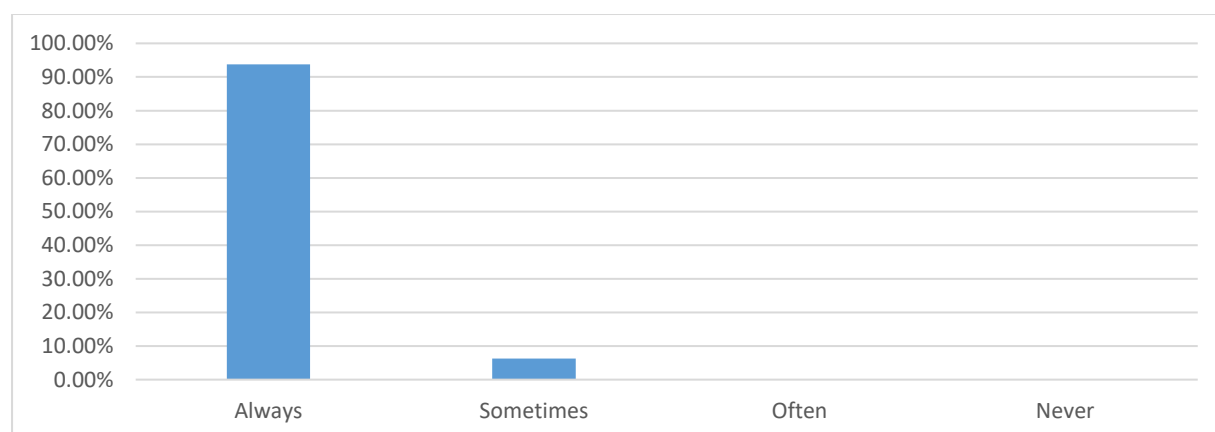
information. Conversely, 0% never employ any strategies since they rely solely on their innate memory. Like shown in the figure below:



**Figure (8):** Do you use techniques to remember information while listening?

**Table (9):** Do you think that when a topic is interesting to you, you listen better?

NO	Statement	Always	Sometime	Often	Never
9	Do you think that when a topic is interesting to you, you listen better?	30	2	0	0
		93.75%	6.25%	0%	0%

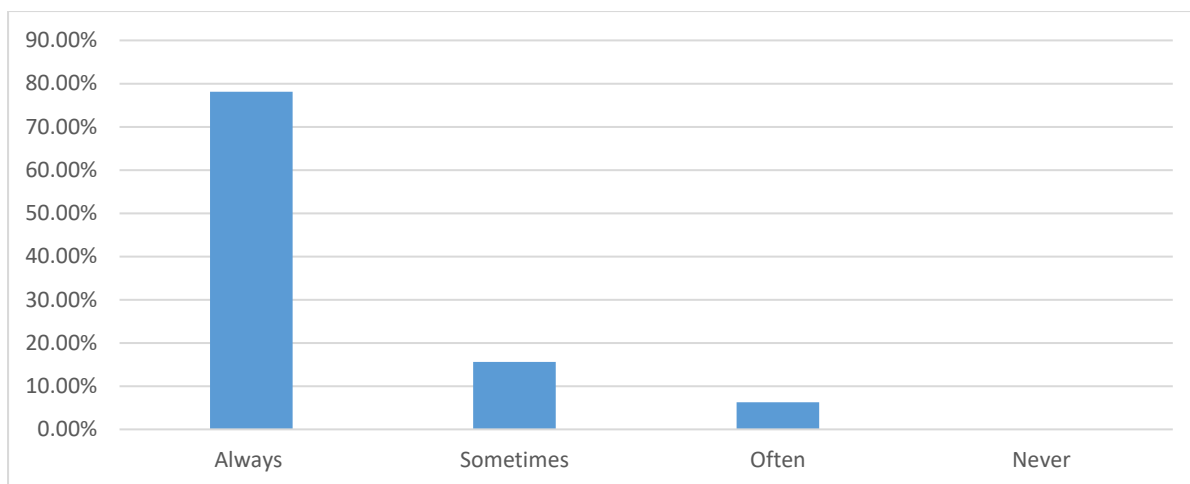


**Figure (9):** Do you think that when a topic is interesting to you, you listen better?

Based on the above figure, 93–75% of people like listening, possibly due to intellectual curiosity or a desire to participate in the conversation [18]. Even though 6–25% of people occasionally enjoy listening, this could be due to casual listening or emotional and mental health issues [9]. On the other hand, zero percent frequently enjoy conversation because it diverts them. On the other hand, zero percent of people dislike the subjects because they are unable to adjust or fit in with them [26].

**Table (10):** Do you feel compelled to reiterate what you have heard?

NO	Statement	Always	Sometime	Often	Never
10	To clarify, do you feel compelled to reiterate what you have heard?	25	5	2	0
		78.12%	15.62%	6.25%	0%

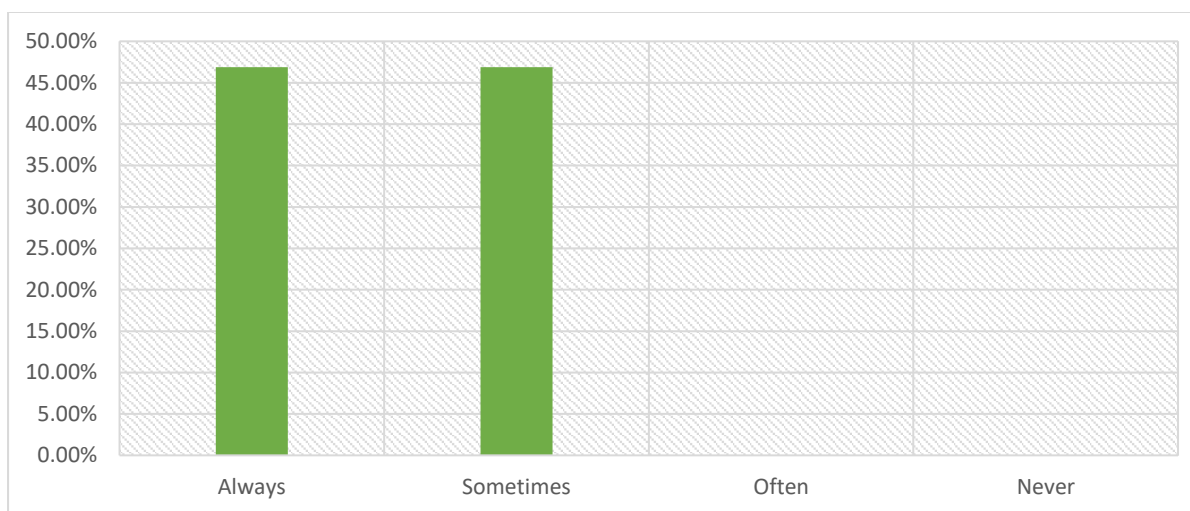


**Figure (10):** Do you feel compelled to reiterate what you have heard?

According to the figure above, 78.12% do not require repetition of the speaker's words to ensure comprehensive understanding. It may be due to their extensive vocabulary and linguistic knowledge [18]. 15.62% of the listener must request a repetition of the speech due to its complexity or concerns about incomplete comprehension. Furthermore, 6–25% of students frequently have faith in their own intellect and ability to concentrate. Zero percent do not require repetition because they are certain of their high capacity for direct understanding and absorption as well as their capacity for rapid and efficient learning [19].

**Table (11):** Do you take notes or employ other specific strategies to enhance your listening skills?

No	Statement	Always	Sometime	Often	Never
11	Do you take notes or employ other specific strategies to enhance your listening skills?	15	15	2	0
		46.87%	46.87%	6.25%	0%

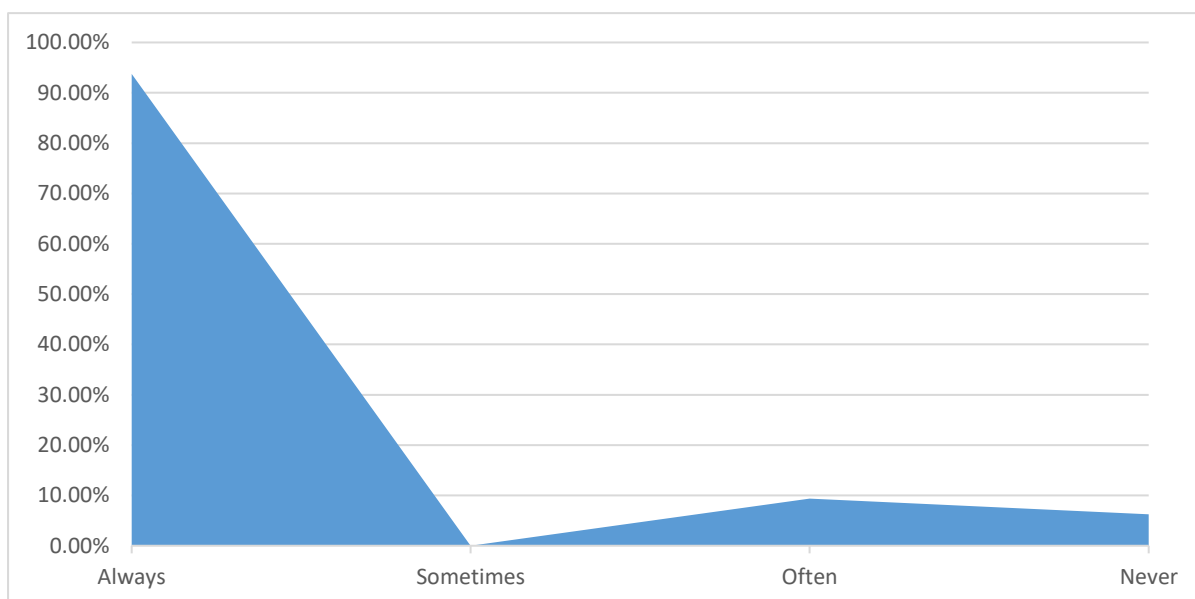


**Figure (11):** Do you take notes or employ other specific strategies to enhance your listening skills?

As based the figure above, 46.87% of listeners always need to use certain techniques to improve their listening ability [31]. So that they can integrate with the speaker in complex situations. In addition, 46.87% sometimes use some techniques so that they can adapt to the speaker. Whereas 6.25% often use some techniques so that they can retrieve some information. Zero percentage never need to use techniques because they are in uncomplicated situations that do not require them to use these techniques.

**Table (12):** Do you think it is difficult to concentrate on a conversation if you are tired or exhausted?

NO	Statement	Always	Sometime	Often	Never
12	Do you think it is difficult to concentrate on a conversation if you are tired or exhausted?	30	0	3	2
		93.75%	0%	9.37%	6.25%

**Figure (12):** Do you think it is difficult to concentrate on a conversation if you are tired or exhausted?

As based on above, 93.75% of listeners find it difficult to concentrate on the speaker when they are tired because their minds are exhausted, and they cannot retain information. [30] While 0% are sometimes able to overcome fatigue and have internal motivation to overcome it [16]. In addition, 9.37% of listeners often do not affected by fatigue, perhaps because fatigue may not be severe enough to affect their concentration on the speaker. Moreover, 6.25% of listeners do not affected by fatigue at all and can adapt to the conversation and have the ability to motivate themselves.

### Conclusion and results

This study discusses some of the main findings and recommendations on how to maximize learning and how to apply certain techniques to teachers and students in the university environment. A researcher studying the ability to listen. In addition to the best techniques and practices used by teachers and integrated learning environment, there is also a question of how to improve them. Solve problems that students face. Moreover, when to pay attention, e. G. If they are not mentally or physically worn out, if they employ the right strategies, solve problems, and make the right choices in situations, if they are exposed to and encouraged to listen intently, pay attention, and engage with speakers, if they are not placed in awkward situations, and if they are encouraged to develop their confidence and sense of self-worth.

### Recommendations

- Teachers should concentrate on teaching students how to pronounce words correctly, incorporate strategies into the teaching process, and relate them to situations, pictures, and objects in order to help students become better listeners. Students should be exposed to the language in a variety of dialects, listen to it continuously, and be encouraged to participate so that the teacher can be certain that the students have improved their hearing and are able to improve their listening skills more effectively.
- Students ought to constantly acclimate themselves to hearing in various dialects. Regular practice is necessary to help them become accustomed to it. Until then, they will not be able to integrate it into their daily lives, concentrate on word pronunciation, learn new strategies for comprehending words, increase their vocabulary, and engage with speakers.
- For Research: By exposing people to various situations, more research can done on how to improve listening skills and the factors that affect them.

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