

Factors Affecting Listening Comprehension

Hyo-Woong Lee*

〈CONTENTS〉

- I. INTRODUCTION
- II. FACTORS AFFECTING LISTENING COMPREHENSION
- III. METHOD
 - 1. Subject
 - 2. Data Collected
- IV. RESULTS AND DISCUSSION
- V. CONCLUSION

I. INTRODUCTION

In recent years listening has been widely acknowledged as an extremely important modality in foreign language learning. The receptive skill of listening has been considered as a basis for second language acquisition in the comprehension-based methodologies and approaches. At present, however, listening is viewed as complex, active processes which involve factors such as linguistic knowledge, conceptual awareness, cognitive processing skills, and expectations of discourse structures (Omaggio, 1986). Although a plethora of recent articles focus attention on the importance of listening in the second language acquisition process, and reinforce the point that listening comprehension is a teachable skill, most of them lack a solid experimental basis.

The significance of listening comprehension development has given impetus to the studies of authentic input (texts or materials), macro and micro listening skills, and listening strategies in foreign language instruction. In other words, teaching students to "listen to understand rather than to listen to repeat" or to listen to converse has become a prime goal of many classroom foreign language instructors. In order to know the kinds of activities and types of listening materials that should be used to foster development of listening competences, we

* 해양대학교 교양과정부 교수(언어학 전공)

first have to know about the factors that influence foreign language listening comprehension. Therefore, some of the investigations should be directed toward probing the impact that specific factors, internal and external to the listener, have on the success or failure of foreign language comprehension in order to provide guidance to FL curriculum designers and classroom teachers as well as to FL listening material writers. The purpose of the present study is primarily concerned with what kinds of factors can influence foreign language listening comprehension. The study is also concerned with what types of factors can hinder listening comprehension development. In order to find out the factors that can influence listening comprehension, we have collected the data from one hundred fifty-eight freshmen students from four different majors attending Korea Maritime University during Fall semester in 1992, who participated in the present study.

I. FACTORS AFFECTING LISTENING COMPREHENSION

Native and foreign language researchers have sought to identify the factors that influence listening comprehension in positive and negative ways. Ur (1984) discusses some of the main potential factors that can hinder foreign language listening comprehension roughly in order of importance : (a) hearing sounds (pronunciations), (b) understanding intonation and stress, (c) coping with redundancy and noise, (d) predicting, (e) understanding colloquial vocabulary, (f) fatigue, (g) understanding different accents, and (h) using visual and aural environmental clues. Richards (1983) argues that the act of speaking imposes particular form on utterances, and this considerably affects how messages are understood. He calls factors which result from this medium factors. He discusses nine such factors, each of which influences the work listeners must do to process speech. His nine medium factors are : (a) clausal basis of speech, (b) reduced forms, (c) ungrammatical forms, (d) pausing and speech errors, (e) rate of speech delivery, (f) rhythm and stress, (g) cohesive devices, and (h) information content.

Watson and Smeltzer (1984) highlight several internal and external factors that can be barriers to listening comprehension : (a) personal internal distractions (e.g., hunger, headaches, emotional disturbance), (b) personal disinterest in the topic of the message, (c) inattentiveness (e.g., daydreaming), (d) positive and/or negative emotional responses toward the speakers, topic, or occasion, (e) detouring (what the speaker says makes you think of something else which is off the topic), (f) jumping to conclusions about what a person is going to say before it is said, (g) over-reacting to the language of the speaker (e.g., her/his use of slang, cursing), (h) over-reacting to the message of the speaker (reacting to the political implications of the message), (i) tending toward rebuttal (developing a counter argument

Factors Affecting Listening Comprehension

before the speaker is finished), and (j) rehearsing a response (thinking about what you have to say rather than what is being said. These factors must be investigated in foreign language listening comprehension.

Stanley (1978) reports some of the factors that account for students' failure to comprehend everyday spoken language. Those factors he specifies are: (a) new vocabulary, (b) new grammatical structures, (c) the way isolated phonemes in the target language should sound, (d) the pace of delivery, and (e) speaker's attitudes. His study focuses on the semantic significance of the pace of delivery. According to him, pacing might be related to the amount of common knowledge shared by speaker and hearer. If the speaker assumes that the hearer in some sense knows or can predict the information he is going to give, he may run rapidly over what he feels is already shared and slow down over what is in some sense new (p.288).

Rost (1990) claims understanding spoken language is essentially an inferential process based on a perception of cues rather than a straight-forward matching of sound to meaning. The factors involved in listening are : (a) phonemic segments (variable realizations of phonemes are caused by free variation, assimilation, reduction, elision), (b) phonological context, (c) hierarchical ordering, (d) attentional signals (functions of stress), (f) pitch direction (signalling status of information, cuing desired responses), (g) lexicals, (h) syntactic contexts, and (i) schematic contexts.

He also suggests that the listener must perform the following inferential processes while listening :

- (1) estimating the sense of lexical references;
- (2) constructing propositional meaning through supplying case-relational links;
- (3) assigning a 'base (conceptual) meaning' to the discourse;
- (4) supplying underlying links in the discourse;
- (5) assuming a plausible intention for the speaker's utterances. (pp.62-63)

Faerch and Kasper (1986) also identify several internal factors of a psycholinguistic/ sociolinguistic and experiential nature that influence second language listening comprehension. Those inside-the-L2-head factors are listeners' (a) knowledge of the L2 linguistic code, (b) degree of socio-cultural competence (i.e., their degree of familiarity with the sociocultural content of the message conveyed by the speaker), and (c) strategic competence (i.e., their ability to guess meaning of unfamiliar terms heard and to use verbal and nonverbal strategies to compensate for gaps in their knowledge of the linguistic code).

Tinkler (1980) also discusses the factors that influence listening comprehension. Those factors are :

- (1) phoneme discrimination;

- (2) word accent:
- (3) sentence stress:
- (4) weak forms:
- (5) rapid delivery of unstressed syllables:
- (6) the expressions of different communicative functions by means of intonation:
- (7) summarising, retaining, and anticipating the content of utterances:
- (8) working out the meaning of unknown or unheard words from the surrounding:
- (9) insufficient exposure to informal English spoken at normal speed:
- (10) lack of familiarity with different accents (English and American):
- (11) distinguishing homonyms: (pp.31)

Thus, he tries to identify the factors affecting listening comprehension development from the linguistic perspective.

In a discussion of the application of schema theory to second language listening comprehension research and practice, D. Long (1989) highlights the following factors : (a) effects of visual and verbal contextual organizers, (b) knowledge of story structure, (c) instantiation of relevant cultural schemata, (d) utilization of paralinguistic cues as schema activators, (e) organization of input, (f) prior instruction.

O' Malley, Chamot, and Kupper (1989) also investigate listening processes of ESL students. Their study reveals that during the perceptual stage, more effective listeners were aware of and tried to deal with attention problems. During the parsing stage, effective listeners used more top-down than bottom-up strategies. In the third stage, utilization, effective listeners related what they heard to both their personal experience and their knowledge of the world. Overall significant statistical differences between effective and ineffective listeners were found in self-monitoring, elaboration, and inferencing.

O'Malley and Chamot (1990) also suggest that the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirements. The task requirements and the strategies used could be seen to vary depending on the phase in the listening comprehension process:

Phase	Strategy
Perceptual processing	Selective attention Self-monitoring
Parsing	Grouping (listening for larger chunks)

Factors Affecting Listening Comprehension

Inferencing from context

Utilization

Elaboration from world knowledge, personal experiences, or self-questioning (pp.133)

In a survey of 30 Chinese teachers and 60 students, Boyle (1984) seeks an answer to the following question : which factors, types of knowledge and skills is it important to consider when we are attempting to improve listening comprehension. The following factors are listed in order of frequency of appearance in replies (pp.36) :

Students' selections

Factor	Number of students mentioned by
Practice opportunities	44
Educational level and background	39
General ability in English/difficulty of English used	23
Vocabulary/idiom	23
Ability to attend and concentrate	23
Speaker's production : voice, clarity, etc.	17
Speed of delivery	17
Motivation and attitude	11
Content of text/familiarity	11
TV viewing habits	11
Environment, noise, etc.	10
Family background	10
Radio listening habits	9
Interest	7
Reading habits	6
Note-taking ability	5
Sex of the listener	3
Memory	3
General intelligence	3

His study is helping us to define our problems and to establish realistic objectives in our

testing/teaching listening programme.

In a study of fifty motivated, nonproficient learners who reported their strategies, comprehension, level of confidence and affective response while listening to authentic input in Spanish, Bacon (1992) identifies the following comprehension processes in listening : (a) flexibility, (b) use of English, (c) understanding optimum conditions of listening, (d) motivation, (e) detail, (f) effective use of background knowledge, (g) self-control and autonomy, (h) monitor, and (i) attention on meaning. In the study she also finds that learners can handle authentic, unedited discourse, and exhibit a wide range of strategies. Her study also reveals that listeners do not use all the comprehension resources they use in L1 and listening is not a monolithic skill.

In developing listening fluency in second language in terms of theoretical principles and pedagogical considerations, Dunkel (1986) discusses the followings that strongly affects the way in which learners interpret the passage:

- (1) Listeners' interests and background knowledge play an important role in the interpretation of any segment of discourse.
- (2) Effective communication depends on whether the listener and speaker share a common semantic field.
- (3) Learners must be aware of the purpose for listening and be given a relevant task to do while listening.

In addition to those things mentioned above, listeners attempt to extract meaning from spoken utterances by using such strategies as prediction-making, ignoring-and-selecting, discrepancy-monitoring, and comprehension-checking.

Glisan (1988) also discusses the factors which play an important role in understanding the oral message. Those factors are: (a) the comprehender's level of interest in the message, (b) the anxiety level concerning the task involved, (c) attention and concentration, and (d) memory storage capacity. She also suggests that a lot of subskills influence the listening comprehension process.

In the discussion of the effect of syntax, speed, and pauses on listening comprehension, Blau (1992) finds that at most levels of proficiency, pauses seem to aid auditory comprehension more than either mechanical slowing or normal rates of delivery and sentence structure.

Chiang and Dunkel (1992) investigate the effect of speech modification, prior knowledge, and listening proficiency on EFL lecture learning. They find that a significant interaction between speech modification (redundant vs. nonredundant speech) and listening proficiency (high-intermediate listening proficiency vs. low-intermediate listening proficiency) indicates

that the former students benefited from speech modification, which entailed elaboration/redundancy of information, but the latter students did not. They also find that there exists a significant interaction between prior knowledge (familiar vs. unfamiliar topic) and test type (passage-independent vs. passage-dependent items).

III. METHOD

1. Subject

The subjects that participated in the present study were composed of one hundred fifty-eight freshmen students attending Korea Maritime University. The students were enrolled in English laboratory class during Fall semester of 1992. They were from the departments of shipping management, marine law, control and instrumentation engineering, and refrigeration and air-conditioning engineering.

All of the subjects have had previous exposure to English (reading and grammar) in middle and high schools for six years. The same instructor have taught them twice a week in the English laboratory class.

2. Data Collected

At the end of semester, the four classes of the students were asked to write down the five factors which they considered the most important in aiding the effectiveness of listening comprehension. They were also asked to list the factors which they think the most important in hampering effective listening comprehension development. The students were given fifteen minutes for writing down their own factors.

IV. RESULTS AND DISCUSSION

In Table 1 factors assisting the effectiveness of listening comprehension are listed in order of frequency of appearance in replies. According to Boyle (1984), the learners consider practice opportunities the most important factor improving listening proficiency, but in the present study it is clearly seen from Table 1 that the students give the most importance to

knowledge of vocabulary/idiom aiding listening comprehension. The explanation for the result can be sought in Ur (1984) who suggests:

Much of the vocabulary used in colloquial speech may already be known to the foreign listener; but this does not mean that he is familiar with it. This may look like a contradiction, but it is not. It is fairly obvious that a learner listening to spoken discourse in the foreign language will probably not understand a word he had not learnt yet. What is not so obvious, but nevertheless true, is that he will also fail to recognize many words he has learnt but is not yet sufficiently familiar with to identify when they occur within the swift stream of speech.

This is partly a matter of time and practice. Mastering new items to the stage of total familiarity is a very gradual process : it takes time before a newly learnt word becomes really known well enough to be readily recognized. (pp.17)

In his discussion of lexical competence, Richards (1976) also argues for the importance for appropriate vocabulary usage. In particular, he says that knowing a word means :

- 1) knowing the limitations imposed on the use of the word according to the temporal, social, and geographical variables of function and situation :
- 2) knowledge of the network of associations between that word and other words in the language :
- 3) knowing the semantic value of a word (denotation and connotation) :
- 4) knowing many of the different meanings associated with a word.

From this statement we can understand that knowledge of lexical meaning is not sufficient to produce a correct form.

Cornu (1979) states that vocabulary teaching is composed of two aspects. First, the meaning of the words to be acquired should be presented thoroughly and correctly, and second, the organization of the teaching should be done in such a way as to improve retention.

Table I : Factors aiding the effectiveness of listening comprehension

Factors	Number of students mentioned by
1. Vocabulary/idiom	44
2. Concentration on the subject	40
3. Preparation for the lesson	35
4. Interest in English	23
5. Confidence in English	21

Factors Affecting Listening Comprehension

6. Complete understanding of pronunciation	21
7. Repetition of listening to the tape	21
8. Face-to-face conversation with native speakers of English	17
9. Memorization of many English sentences	16
10. Repetition of daily study	16
11. Knowledge of basic grammar	14
12. Listening to Pop Song	12
13. Enthusiasm	11
14. Compulsory study	10
15. Active participation in the class	9
16. Dictation	9
17. Listening to A.F.K.N.	8
18. Asking a lot of questions during the class	8
19. Constant practice	7
20. Conversation in English	7
21. Paying attention to the class	7
22. Expressing your opinion in class	7
23. Daily conversation	6
24. Familiarity with the content	5
25. Seeing the movies	4
26. Textbook	4

Dunkel (1986) also argues that the listener needs knowledge of the lexicon. In the sentence 'The child was found by the Nog', lack of familiarity with the word 'Nog' limits comprehension of the utterance. If 'Nog' refers to a landmark, it would become clear that the boy was found in a certain location. If, however, 'Nog' refers to a kind of animal with a sensitive nose, the sentence communicates a different message and could be rephrased as 'The Nog found the boy'. Building the listener's lexicon is a given in teaching listening comprehension, and it can often be accomplished by providing extensive, task-based listening exercises. (pp.105)

Spinelli and Siskin (1992) also investigate the role of vocabulary in communicative approaches to foreign language teaching. In their article, they suggest criteria for vocabulary selection, presentation and practice :

- 1) Present and practice vocabulary within culturally-authentic semantic fields and networks of relationships.

- 2) Present and practice vocabulary in ways that distinguish the native and target culture.
- 3) Use authentic visuals where native culture/target culture referents differ in form.
- 4) Present and practice a word's denotation and connotation.
- 5) Present and practice vocabulary in ways that will reinforce appropriate behavior in the target culture (pp.313).

They argue that when the above criteria are observed, the teaching of vocabulary will more faithfully reflect the goals of a communicatively-based syllabus.

The present study strongly confirms the Boyle's (1984) argument that 'If you know the words, you know what it's all about', was one deceptively simple comment. Any analysis of the listening process which gives semantic features priority over syntactic features would probably confirm the students' view and put knowledge of vocabulary high on a list of important factors.

According to Table 1, unexpectedly, the students gave very much importance to concentration on the subject, interest in English, and confidence in English as factors aiding the effectiveness of listening comprehension. Because these are not linguistic knowledge of the target language, but are somewhat related to learners' motivation and attitudes.

Glisan (1988) also suggests that the comprehenders's level of interest in the message, anxiety level concerning the task involved, attention and concentration, and memory storage capacity might be important factors in listening comprehension. Another research finding from cognitive psychology that relates to teaching listening comprehension concerns the effect of listener interests and background knowledge on the comprehension of discourse. Anderson (1985) examines the relationship between comprehension and people's interests. Results of the study indicate that listeners' interests and past experience strongly affected the way in which they interpreted the passage.

Boyle (1984) also shows that motivation and sense of purpose while listening, attitude of the listener to the speaker, attitude of the listener to the message : level of interest, and listener's powers of attention and concentration can play an extremely important role in listening comprehension development. The results of the present study strongly suggest that instructors should pay very much attention to the learners' psychological aspects as well as linguistic knowledge.

It is also seen from Table 1 that the students consider complete understanding of pronunciation one of the most important factors in listening comprehension. Boyle's Hong

Factors Affecting Listening Comprehension

Kong study shows that teachers consider speaker's clarity, pronunciation, and accent an important factor, but students don't. Along with pronunciation, rhythm and stress are important factors affecting listening comprehension, which the students in this study do not take into consideration. Richards (1993) suggests that the rhythmic pattern of spoken English can be another of its distinctive features. In many languages, the length of time required to pronounce an utterance depends upon the number of syllables it contains, since syllables are of about equal length. English, however, is a stress-timed language. Within an utterance, only particular syllables are stressed, and the remaining syllables in the utterance, no matter how many there are, must accommodate to the rhythm established by the stressed syllables, which recur at more or less regular intervals. This adds another dimension to the listeners's task, since listeners must be able to identify words according to the rhythmic structure within which they occur. They must be able to interpret words in both stressed, mildly stressed, and unstressed forms, and not merely in their ideal forms as listed in a dictionary. (pp.225)

Two factors mentioned by fairly a lot of students are repetition of listening to the tape and face-to-face conversation with native speakers of English. The former strongly indicates that teachers must let their students listen to a passage several times. In most cases, listening to a passage two or three times is considered to be enough for the students.

As mentioned before, fairly a large number of the students consider having direct conversations with native speakers of English an important factor aiding the effectiveness of listening comprehension. This means that many students come to have some degree of confidence that they have already improved listening comprehension ability through the exposure to native speakers of English. The students' response also indicates that we have to provide the students with as much opportunity as possible for practicing real English with the target language people.

Another factor mentioned by a lot of students as an important thing affecting listening comprehension is knowledge of basic grammar. Knowledge of English structure, however, seems to be considered to be less important than nonlinguistic variables mentioned before. The explanation for this is that the students may possibly think knowledge of grammar cannot play an important role in spoken English. This is quite a contradiction to the recent trend in foreign language learning and teaching that learning grammar is a crucial aspect of foreign language education.

It is interesting to note that enthusiasm is considered to be an important factor in listening comprehension. This may be somewhat related to the learners' intrinsic motivation which is said to be the motivation about personal needs, wants, desires, and long-term goals. That is, in foreign language learning, the most powerful rewards are those that are intrinsically

motivated within the learner. Because the behavior stems from needs, wants, or desires within oneself, the behavior itself is self-rewarding ; therefore, no externally administered reward is necessary at all. Thus, it goes without saying that learners' enthusiasm can play a very important role in improving their listening comprehension ability.

Surprisingly enough, the students consider listening to Pop song and A.F.K.N. the factors aiding the effectiveness of listening comprehension. These responses suggest that listening to those kinds of things might give the listeners some degree of certain familiarity with words and pronunciation. On the whole, the students can be familiar with English through listening to songs and watching television. This may provide the students with good chance to pick up real English, because most of the students have no or little opportunity for exposing themselves to native speakers of English. The subjects in Boyle's Hong Kong study also consider TV viewing and radio listening habits important factors. Thus, my students' responses are consistent with those of Boyle's previous study. More factors aiding listening comprehension can be seen from Table 1.

Table 2 : Factors hampering the effectiveness of listenign comprehension

Factors	Number of students mentioned by
1. Lack of vocabulary/idiom	74
2. Fast speed of delivery	36
3. Difficulty of pronunciation	27
4. Distraction during the class	26
5. Poor quality of the tape	26
6. Lack of concentration	21
7. Poor knowledge of English grammar	20
8. Lack of preparation for the lesson	20
9. No or little interest in the subject	18
10. Short of time for listening to the tape	18
11. Unfamiliarity with native speaker's pronunciation	10
12. Boring	9
13. Difficulty of understanding of long sentences	8
14. Desperation	7
15. A lot of absence	7

Factors Affecting Listening Comprehension

16. Laziness	7
17. Lack of enthusiasm	6
18. Afraid of being indicated	6
19. Lack of reading comprehension	5
20. Paying attention to only a part of the passage	4
21. Lack of confidence	4
22. Emotional unstability	4
23. Distracting environment	4
24. No texts	4
25. Listening to the subject above his level	4
26. Lack of intelligence	4

In Table 2 factors hampering the effectiveness of listening comprehension are listed in order of frequency of appearance in replies. According to Table 2 lack of vocabulary/idiom is considered as the most important factor impeding listening comprehension development. However, we don't like to go into details about this because we have already dealt with vocabulary/idiom in the explanation of Table 1.

The second important factor mentioned by a large number of the students is fast speed of delivery. It seems to be quite natural that the students have much trouble following conversations, because they have not yet been familiar with words and pronunciation. In the discussion of facilitating listening comprehension through rate-control, Griffiths (1990) argues that where speed of delivery, rather than structural and lexical complexity, makes a text difficult to understand, it can be rate-reduced through a number of stages until maximum comprehension is achieved. This strategy appears, both intuitively and experimentally, to be superior to that at present recommended for most listening comprehension materials which is to replay the tape until it is somehow understood. Such a strategy appears to have little logical basis and it is difficult to see how it can be useful : it is, however, easy to see how it might be considered tedious and frustrating. (pp. 59-60)

In an interim report on a project to use uncontrolled language data as a source material for training foreign students in listening comprehension, Stanley (1978) also concludes that the findings of sociolinguistics have shown that the general global factors of communicative purpose and social context have a direct effect on phonology. In this process pace of delivery will also mediate between the macro-level of the speech act and the micro-level of the sound pattern. The communicative purpose within the social situation will determine the pace and the pace will determine the phonological features. Hesitation markers have been shown to

rule-governed. Pace of delivery also is unlikely to be random. Blau (1990), however, in the study of the effect of syntax, speed, and pauses on listening comprehension, finds that at the lowest levels of proficiency the effect of mechanical slowing is positive for the Puerto Rican sample, whereas for the Polish sample, reduced velocity yields slightly higher results than the normal version but lower than the version with pauses. For both samples, the higher the proficiency level, the more negative the effect of slowing.

Another factor hampering the effectiveness of listening comprehensions is difficulty of pronunciation. In Boyle's study, teachers consider speakers' clarity, pronunciation, or accent the second important factor, while students give the sixth place to speakers' production, voice, or clarity. Ur (1984) explains the reasons for foreign language learners' having difficulty hearing the English sounds. First, the foreign learners of English actually do not perceive certain English sounds with any accuracy because these do not exist (at all or separate phonemes) in their own language. Second, sometimes foreign learners of English may have difficulty with the sequences and juxtapositions of sounds typical of English words. Many students find consonant-clusters particularly difficult to cope with. Finally, the reason why sounds may be misheard is that the student is not used to the stress and intonation patterns of English and the way these influence both the realization of certain phonemes and the meaning of the utterance. (pp.11-12)

Another factor mentioned by fairly a large number of the students is distraction during the class. This clearly indicates that the students may have trouble in concentrating on the subject. This phenomenon may partly result from passive listening to the tape. Therefore, we must provide the students with task-based activities while they are listening to the tape in the language laboratory class.

It is interesting to note that only a few students consider lack of intelligence a factor impeding the effectiveness of listening comprehension. The result is exactly consistent with that of Boyle's study.

V. CONCLUSION

This study attempts to investigate the factors aiding and hampering the effectiveness of listening comprehension in the language laboratory class, on the basis of the data collected from the college freshmen students whose majors are Shipping Management, Marine Law, Control and Instrumentation Engineering, and Refrigeration and Air-conditioning Engineering. In order to elicit factors affecting listening comprehension, the students were asked to list five

Factors Affecting Listening Comprehension

factors which they considered the most important in aiding the effectiveness of listening comprehension. At the same time, the students were also asked to write down another five factors which they think the most important in impeding listening comprehension development.

Ten most important factors mentioned by fairly a large number of the students as facilitating listening comprehension are 1) knowledge of vocabulary/idiom, 2) concentration on the subject, 3) preparation for the lesson, 4) interest in English, 5) confidence in English, 6) complete understanding of pronunciation, 7) repetition of listening to the tape, 8) face-to-face conversation with native speakers of English, 9) memorization of many English sentences, and 10) repetition of daily study. Another ten important factors hampering listening comprehension are 1) lack of vocabulary/idiom, 2) fast speed of delivery, 3) difficulty of pronunciation, 4) distraction during the class 5) poor quality of the tape, 6) lack of concentration, 7) poor knowledge of English grammar, 8) lack of preparation for the lesson, 9) no or little interest in the subject, and 10) short of time for listening to the tape.

The students listed, in a fairly haphazard way, linguistic factors and extraneous factors, like concentration, interest, confidence. This reflects accurately the complicated nature of the listening comprehension process. A question which needs much more study is the relative importance of the variables, which affect listening comprehension more indirectly, but perhaps more powerfully, than the linguistic factors. Surveys of this kind described in this article are helping us to define our problems and to establish realistic objectives in our teaching listening program.

REFERENCE

- Anderson, J.R. (1985). *Cognitive Psychology and its Implications*. New York : Freeman.
- Bacon, S.M. (1992). Phrases of Listening to Authentic Input in Spanish : A Descriptive Study. *Foreign Language Annals* 25 : 317-334.
- Blau, E.K. (1990). The Effect of Syntax, Speed, and Pauses on Listening Comprehension. *TESOL Quarterly*, 24(4), 746-752.
- Boyle, J.P. (1984). Factors Affecting Listening Comprehension. *EIT Journal* 38: 34-38.
- Chiang, C.S. and Dunkel, P. (1992). The Effect of Speech Modification, Prior Knowledge, and Listening Proficiency on EFL Lecture Learning. *TESOL Quarterly*, 26(2), 345-374.
- Cornu, A. (1979). The First Step in Vocabulary Teaching. *Modern Language Journal*, 63, 262-272.
- Dukel, P. (1986). Developing Listening Fluency in L2: Theoretical Principles and Pedagogical Consideration. *The Modern Language Journal*, 70(2), 99-106.
- Faerch, C., & Kasper, G. (1986). The Role of Comprehension in Second Language Learning. *Applied Linguistics*, 7, 257-274.
- Glisan, E.W. (1988). A Plan for Teaching Listening Comprehension : Adaptation of an Instructional Reading Model. *Foreign Language Annals*, 21(1), 9-16.
- Griffiths, R. (1990). Facilitating Listening Comprehension Through Rate-control. *RELC Journal*, 21(1). 55-65.

Factors Affecting Listening Comprehension

- Long, D.R. (1989). Second Language Listening Comprehension : A Schema-Theoretic Perspective. *The Modern Language Journal*, 73(1), 32-40.
- Omaggio, A.C. (1986). *Teaching Language in Context*. Boston : Heinle an Heinle.
- O'Malley, J., Chamot, A., & Kupper, L. (1989). Listening Comprehension Strategies in Second Language Acquisition. *Applied Linguistics*, 10(4), 418-435.
- O'Malley, J. & Chamot, A. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge University Press.
- Richards, J.C. (1976). The Role of Vocabulary Teaching. *TESOL Quarterly*, 10, 77-89.
- (1983). Listening Comprehension : Approach, Design, Procedure. *TESOL Quarterly*, 17, 219-240.
- Rost, M. (1990). *Listening in Language Learning*. New York, Longman.
- Spinell :, E & H.J. Siskin. (1992). Selecting, Presenting and Practicing Vocabulary in a Culturally-Authentic Context. *Foreign Language Annals*, 25(4), 305-315.
- Stanley, J.A. (1978). *Teaching Listening Comprehension. An Interim Report on a Project to Use Uncontrolled Language Data as a Source Material for Training Foreign Students in Listening Comprehension*. *TESOL Quarterly*, 12, 285-295.
- Tinkler, T. (1980). Learning to Teach Listening Comprehension. *ELT Journal* 35(1), 28-34.
- Ur, P. (1984). *Teaching Listening Comprehension*. Cambridge : Cambridge University Press.

