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Listening Assessment Strategies Employed by Libyan EFL University Teachers

A Dissertation Submitted in Partial Fulfilment of the Requirement for the Degree of Master of Art in Applied Linguistics

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Abstract

Listening has been one of the neglected skills in teaching English as a foreign language in the Libyan context. However, teaching and assessing listening skills play important roles in the process of language teaching and learning. Therefore, EFL teachers should play effective roles in enhancing students' achievements in listening skills by using different teaching strategies and various types of assessment. This research investigates the listening assessment strategies that EFL teachers' use with undergraduate level at Zawia university. Moreover, it explores the challenges that teachers might encounter whenever they assess their students in listening classes. For this purpose, both quantitative and qualitative research methods were utilized in this research. Two sampling techniques were employed to select the research sample, namely simple random sampling and purposive sampling. To collect the research data, a structured questionnaire was used to identify the teachers' background knowledge and their use of assessment strategies in listening classes. In order to probe deeper and explore the challenges that teachers might encounter during listening assessment, six teachers who teach listening skills at Zawia university were interviewed in a semi-structured way. SPSS Software Program was used to analyse the quantitative data and Thematic Analysis Method was employed to analyse the qualitative data.

The quantitative findings revealed that teachers use meta-cognitive, cognitive and socio-affective strategies when they assess students' listening performance in different frequencies. For example, the results showed that the majority of the teachers always set goals for listening tasks, while it is evidenced that most of them rarely clarify the objectives of the anticipated listening tasks to the students. It was also found that most of the teachers neglected using cognitive strategies and socio-affective strategies when they assess their students in listening classes. Moreover, the qualitative findings showed that the teachers encounter different challenges, such as, limited background knowledge about using listening assessment strategies in class, choosing appropriate listening texts, setting listening tasks, scoring listening tests, teachers' limited experience about assessing listening skills, lack of teaching listening resources and lack of training sessions. Finally, a number of interesting implications and recommendations are provided in this study.

Declaration

I declare that, in this dissertation "Listening Assessment Strategies Employed by Libyan EFL University Teachers" has been carried out by me in English department at Zawia University. I further declare this dissertation has not previously formed the basis for the award of any degree, diploma or other similar title of recognition.

Signature: ……….   Date: ……………..

Dedication

I dedicate this work to all my beloved family "May Allah bless them"

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All gratitude and gratefulness are due to almighty Allah for guiding me to finish this research and make my dream real.

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Abbreviations

EFL………………………English as a Foreign Language

SPSS ……………………..Statistical Package for the Social Sciences

L2………………………. ..Second Language

FL.................................... ..Foreign Language

<div align="center">**Chapter One**</div>

<div align="center">**Introduction**</div>

1.0. Introduction

This chapter presents the background of study, statement of the problem and the aims of the study. It states the research questions and the significance of the study. The content is also included the methodology used as well as the organization of the study.

1.1. Background of the Study

Listening comprehension is defined as "a very complex process, and if teachers want to measure it, they must first understand how that process works" by Buck, (2001: 31). However, teachers can make it easier by applying what they know about activating prior knowledge, helping students organize their learning by thinking about their purposes for listening (Brown, 2006). This means that teachers play effective roles in enhancing students' achievements in listening skills by using different teaching techniques, strategies or assessing. Assessment in general, is defined as a process for documenting, in measurable terms, the knowledge, skills, attitudes, and beliefs of the learner. There are two types of assessment in general, formative assessment and summative assessment (Ahsan, 2009). Teachers should use appropriate strategies depending on the purpose of the assessment that the task needs.

Furthermore, generally, there are various strategies that can be used in teaching listening. Hedge (2000) confirms that listening comprises two concurrent, reciprocally dependent mental activities, which are identified as bottom-up and top-down processes. Effective listening comprehension is conceptualized as the cooperation of top-down and bottom-up processes in a balanced fashion (Vandergrift, 2004). Corresponding to the bottom-up mode, Richards (2008) explains the use of the incoming input as essential for understanding the message that is organized systematically from sounds, to words, clauses, and finally sentences, until the meaning is captured in the brain where the listener´s grammatical and lexical competence provides the basis for bottom- up

processing. While top–down activities as Al-Nafisah (2019, p. 99) identified "related to the way the listeners exploit their knowledge that they already have which is commonly known as the schemata".

As it has been a revival of interest in teaching listening skills, assessing of listening is also essential in the process of language teaching. Assessing students is very important part of teacher's teaching strategies (Nitko, 2001). Moreover, assessments allow teachers to provide more effective instructions and establish a basis for evaluating achievement (Hollowel, 2011). However, Chen (2013, p. 98) stated that "there is a pressing need to develop appropriate testing systems that measure the listening performances which students are actually developing". Thus, teachers who conduct assessments are recommended to take care of selecting any strategy to be used for collecting information about students (Enerson et al., 1994). This means that teachers should have the ability to diagnose students' strengths and weaknesses through following different types of strategies when they asses their students in listening classes. However, teachers may face different challenges during listening assessment classes. Therefore, this study investigates the assessment strategies used by teachers at University of Zawia and the challenges they might encounter in their listening classes.

1.2. Statement of the Problem

As a teacher assistant in the English department, faculty of Arts at Zawia University, it was observed that students face difficulties in mastering listening skills. This could be due to using inappropriate listening assessment strategies by their teachers.

1.3. Aims of the Study

This study aims to:
- identify the listening assessment strategies that EFL teachers use with the undergraduate students at Zawia University.
- explore the challenges that EFL teachers might encounter when they assess their students' listening skills.

1.4. Research Questions

The research questions to be answered are:

1. What listening assessment strategies do EFL teachers currently use with the undergraduate level at Zawia University?
2. Are there any challenges EFL teachers face when they assess their students in listening classes? If yes, what are they?

1.5. Significance of the Study

This study is designed to investigate EFL teachers' background knowledge and the assessment strategies they use in listening classes. The research findings could help teachers to select the appropriate assessment strategies to be used in their listening classes and also overcome any challenges that might be faced. Furthermore, the findings of the study might help students to improve their listening skills, and overcome any barriers that might be encountered. This study might also offer other researchers' insights to conduct further related research.

1.6. Methodology of the Study

The methodology used in this research was chosen according to the nature of the research questions. A mixed methods research is used in this study because it is based on the idea of heightened understanding through methodological triangulation (Torrance, 2012). A structured questionnaire was used to identify the teachers' background knowledge and the strategies of listening assessment they use. To explore the challenges that teachers might encounter in assessing their students' listening skill, six teachers were interviewed in a semi-structured way. Two methods of data analysis were utilised to analyse the data collected, namely SPSS Software Program and Thematic Analysis Method. The interviewees were chosen in purpose and working in four different English departments (Faculty of Art, Faculty of Education in Zawia, Faculty of Education in Abu-Essa and Faculty of languages in Zawia). A purposeful convenience sampling is applied for qualitative data collection. Lodico et al., (2010, p. 134) explained "the logic and the power of purposeful sampling lies in selecting information- rich cases for study in –

depth". The data collected was transcribed, managed, coded and analysed (see section 4.2.1 and 4.3). The findings of the study were then discussed in relation to the research questions and the existing literature. All the processes involved in the methodology used are presented and justified in details chapter three.

1.7. Organization of the Study

This study explores the issues related to listening assessment strategies that employed by Libyan teachers at university of Zawia. This study contains six chapters. Chapter one includes statement of the problem, the research aims and questions, followed by the significance of the study and the methodology used. Chapter two includes related previous literature that covers an overview about listening assessment. There are definitions of listening, process of listening and teachers' role in teaching listening. It includes also types of assessment, teaching and assessment strategies and the challenges that teachers may face during assessing listening class. Chapter three describes the research methods adopted in this study. It discusses the research design, data collection tools and the steps of the pilot study. This chapter also discusses sampling strategies employed and followed by the data collection procedure and ethical issues. Chapter four contains the process of data analysis. Chapter five discusses the findings obtained from the study. Chapter six is the conclusion and recommendation.

Chapter Two
Literature review

2.0. Introduction

Listening is the one skill that is the least understood and the hardest to study. Therefore, listening skill must be concerned in teaching English (Vandergrift, 2010). It was argued that if learners want to learn to speak, they should first learn to understand the spoken language they hear (Ahmadi, 2016). Basically, students need to be good receivers as well as being good senders. But how can they interpret what they hear if they do not understand the message. Students may face a lot of difficulties to master listening skills. The reason might be related to the teachers' assessment strategies they use in their listening classes. In this case, teachers need to explore the appropriate teaching and assessment strategies to help the students improve their listening skills. In this regard, Çakır (2018) argued that listening neglected by many teachers. Thus, teachers should be integrated into this process using the appropriate activities depending on students' levels and their needs that may develop their listening proficiency.

This chapter deals with some listening definitions, listening process and role of the teachers in teaching listening. This part of this study highlights some related aspects between teaching listening and assessment, and attempts to provide some key-concepts such as types of listening assessment and strategies that are used in assessing listening. Moreover, this chapter discusses the challenges that teachers might face during listening assessment. It also concludes the role of reliability and validity in listening assessment and some related previous studies.

2. 1. Listening Definition

Different studies have been explained listening and defined it as an important skill to be mastered by second language learners (Yusnida et al., 2017; Lotfi, 2012; Feyten, 1991; Lundahl, 2012). It is argued that listening is more than just hearing. In this respect, Maulida (2018, p. 9) stated that listening is the various processes of understanding and

making sense of spoken language and these involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences. And these processes are difficult to access due to the hidden characteristics of the process under spoken input (Nadig, 2013). Thus, listening is a key for communication among people in daily life and this process based on building and sharing meaning between both sender and receiver.

According to Nunan (2003), listening is a process of decoding the sounds that are heard from the phonemes to the text completely. This means understanding the meaning of what is being listened to. Furthermore, listening has many purposes, such as understanding the received message, interpreting words and dialogues and being able to respond in conversation (ibid). As listeners need to know the purpose of what they listen, Wilson (2008, p. 40) stated "a number of purposes for listening: Listening for getting the gist, listening for detail, listening for inferring meaning, listening to be able to act, and listening to be able to take notes".

Moreover, listening comprehension is a complex process and that individual conditions differ (Börjesson, 2012). The listener receives what the speaker says, negotiates meaning with the speaker, and then responds and produces responses based on what they comprehend. This indicates that students can become aware of how to improve their ability to listen and understand. By those explanations, it can be concluded that listening is the process where the listener can interpret what the speaker says and creates answers depending to how he /she understands the message.

2.2. Process of Listening

In teaching-learning process, listening has received less attention than other skills (Gilakjani and Sabouri, 2016). Generally, to learn a language students need to receive language input. For that, many researchers believed that the development of listening comprehension skill helps learners to succeed in language learning. Listening comprehension cannot be achieved if the listeners do not connect what they listened to

what they know in their memories. According to Vandergrift (2007, p. 210), "the most L2/F listeners need to consciously decode the details and construct the meaning of the listening input; comprehension usually breaks down easily primarily due to listeners' limited working memory and linguistic knowledge". Therefore, listeners should have a clear concept or understanding in their schemata in relation to what the speaker has said, whether the reference is the same or not from the speakers' perspective. There are two listening processes. Anderson and Lynch (1988, p. 89) described bottom-up processing as "listener as tape-recorder" that involves a decoding or text-based process and top-down processing as "listener as active model builder" that involves a knowledge-based process. In teaching listening, both bottom-up and top-down processes should be used in listening classes. These processes are based on the model of listening proposed by cognitive psychologist (Anderson and Crawford, 1980). Listeners need both bottom-up and top-down procedures to make sense of what they are hearing.

Furthermore, successful listening comprehension relies on the balance between both bottom-up and top-down strategies, and this balance may vary depending on a number of different factors (e.g., the text, task, speaker, listener and input processing factors (Vandergrift, 2007, p. 192). Most of the time, the two activities of bottom up and top down are combined and work concurrently in a collaborative sense (Flowerdew and Miller, 2005). According to Nemtchinova (2020, p. 6), the learner must employ prior information (top-down) to understand meaning and linguistic knowledge (bottom-up) to differentiate between familiar sounds in an interactive process known as parallel processing. The goal for the language listener is to use parallel processing in order to perceive, interpret, and respond to the information being heard (Lynch and Mendelsohn, 2009).

2.2.1. Bottom-up Process

Brown (2006, p. 2) defined bottom-up processing as the process of "using information we have about sounds, word meanings, and discourse markers like first, then and after that to assemble our understanding of what we read or hear one step at a time". Listeners

develop their perception and knowledge by starting with the smallest unit of the audio discourse, which can be individual sounds or phonemes, according to the bottom-up model. They then put them together to form words, resulting in phrases, clauses, and sentences (Richards, 2008). By the conclusion, listeners have meaningfully connected these sentences to infer ideas and concepts. This means that by adding up the phonetic units, arranging them like building blocks, and shaping them into terminologies, phrases, and sentences, listeners are capable of generating an inclusive and comprehensive communication message. Nunan (2002, p. 239) 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". 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).

2.2.2. Top- down Process

According to Brown (2006, p. 2), top-down processing is defined as the process of "using our prior knowledge and experiences; we know certain things about certain topics and situations and use that information to understand". This means that people allow their knowledge and expectations drive their comprehension of what they hear, rather than depending on discrete elements. Listeners can use many types of information to help them comprehend a text. They can use all of their prior knowledge (prior information, pragmatic information, or cultural information about the target language) regarding airport announcements to help them make sense of what they hear. Listeners apply schemata that are stored in the long-term memory (Vandergrift and Tafaghodtari, 2010). The top-down approach improves the learner's prior knowledge, allowing them to better comprehend the content. The completing sentences, identifying distinctions, identifying acceptable homophones, role-plays activities can help the students to improve their listening skill, identifying ability, comprehending level, thinking and analysing ability (Pushpalatha, 2019, p. 198). To understand the contents of the texts that listeners have heard, they use the syntactical information in the audio text as well as his prior

knowledge. The comprehension and understanding are valuable assets that the language teacher will employ in teaching EFL students to listen. In order to help listeners, become skilful language users, both top-down and bottom-up approaches are required.

2.3. Teachers' Role in Teaching Listening

Listening is the most neglected skill in classroom (Hamouda, 2013). Even though listening is the major skill enabling the learners to develop L2 students' other skills. In L2 classroom, a language teacher can affect on his /her students, for example he/she can be an organizer, a controller, an evaluator, a resource and a tutor (Macháčková, 2009). According to Harmer (1990, p. 57), a teacher has six roles in managing a class; he/she is controller, assessor, organizer, prompter, participant, and resource. Additionally, Sanjaya (2006, p. 178) states that a language teacher has six roles in managing a class during teaching and learning process, they are teacher as a learning source, facilitator, manager, demonstrator, guide, and motivator.

In addition, teachers need to be creative in designing the classroom`s activities which provide students a chance to practise how to listen. Yusnida et al., (2017) stated that the implementation of appropriate methods and techniques by the lecturers in a classroom will influence the outcome for students. Therefore, consideration of some aspects in designing and administering different activities can help both teachers and students to learn easily. In listening class, students need to practise different strategies to achieve teaching-learning listening goals. Many researchers believed that teachers should prepare lessons and employ strategies that can be use with all students. Cruickshank et al., (2013) added that teacher preparation is the process by which teachers decide about what to teach, how to teach, and how to assess what the students have learnt and whether to be satisfied. When a plan is ready, teachers can focus on its implementation. Thus, teachers need to know the aspects or components of listening itself.

2.4. Listening and Assessment

Assessment is an essential part in the process of teaching and learning listening. Teachers must be aware of how to assess their students. It is an integrated process for determining the nature and extent of students' learning and achievement (Linn and Gronland, 2003). Teachers can use different perspectives of educational approach to measure students' achievement. Börjesson (2012) argued that using different tasks both in teaching and assessment could lead to differences in students' opportunities in assessment. Assessment of listening skills should take place among other measurement and assessment activities. It will be difficult to decide the benefit of educational activities without performing any measurement and assessment operation at the end of teaching process (Özçelik, 2011). Listening seems to be more difficult to be assessed, evaluated and tested. It can be argued that assessment helps teachers to check their students' language ability through which they can know what the students know and what the students do not know. Watson and Barker (1995, p. 5) explained that listening effectiveness was determined by an overall score, standardized for adult audiences and divided into five subscales: (1) evaluating message content; (2) understanding meaning in conversations; (3) understanding and remembering information; (4) evaluating emotional meanings in messages; (5) following directions and instructions.

Furthermore, teachers should be aware of the differences between students because they come from different backgrounds. Thus, during listening assessment, teachers are supposed to provide students with the most effective processes and successful classroom practices. When engaging in these processes, teachers should bear in mind that they are not only providing information to their students, but they are also re-enacting various roles in the classroom. In this regard, Acat et al., (2016, p. 212) stated that "different techniques should be applied during measurement and assessment processes and the teachers who do not have sufficient knowledge should be improved about the process".

2.5. Types of Assessment

Reviewing literature shows that there are two types of assessments, namely formative and summative assessments (Brown and Abeywickrama, 2004, p. 13). Both of the types have different roles to use in the field of curriculum evaluation.

2.5.1. Formative Assessment

Formative assessment focuses on how to improve a person or program during an activity. It emphasizes the importance of providing students with feedback to help them improve their learning (Black and William, 2004; Sadler, 1989). Formative assessment is a test comes at the end of every unit instruction to master current goals (Shavelson, 2003). The purpose of this type of assessment is to improve students' learning through provision of constructive feedback and remedial instruction (Ugodulunwa and Ugwuanyi, 1999). Much of the classroom assessments such as oral discussion, group/pair work, and completing a portfolio can be formative type because students form their knowledge by analysing and internalizing teachers' comments (Brown and Abeywickrama, 2004). Moreover, teachers design activities based on the learning goals such as comprehension questions, writing summaries and discussions. More to the point, Crooks (2002) argued that assessment in learning is focused on enhancing student development, and often involves relatively unstructured interactions between student and student or teacher and student rather than a planned formal assessment event. It depends heavily on specifically prepared tests and assessment for each segment of instruction (Linn and Gronlund, 2003).

2.5.2. Summative Assessment

Summative assessment assists teachers in making instructional decisions (Musa and Islam, 2020). This means that after the students achieved their objectives, summative evaluation is interested in determining how to evaluate them. Cahyono and Widiati (2015) argued that the aim of summative assessment is to evaluate students' learning at the end of an instructional unit by comparing it with some standards. It has a high point value such as: midterm exam, final project and paper. When an instructional phase is complete, summative assessment evaluates students' ability in listening skills.

Summative assessment usually lacks feedback or any suggestions to improve performance (Brown and Abeywickrama, 2004).

In addition, teachers as well as students should be familiar with all types of assessment such as quizzes, achievement tests and proficiency tests. All these types are discussed below.

- *Quizzes*

Quizzes can supply both summative and formative functions in language assessment. They usually stand on a set of current unit or course objectives. A recent study was conducted by Shafiq and Siddiquah, (2011) who examined the effect of classroom quizzes on academic achievement of students. They found that students who received regular quizzes outperform those who experienced no quizzes. Moreover, Shirvani (2009), concluded that daily quizzing as an assessment strategy would significantly increase students' mathematic achievement and their score assignments for the experimental group significantly outperformed the control group.

- *Achievement Tests*

Achievement test apply at the end of a course unit (Ebel and Frisbie, 1991). Teacher develops achievement test to assess what students know with regard to the objectives of that particular unit. In this type of tests, students listen to one or more texts and complete a comprehension task such as answering multiple-choice and/or open-ended questions, transferring information to a table, choosing a picture, ordering a set of pictures (Buck, 2001).

- *Proficiency Tests*

Listening proficiency tests are usually summative because the purpose is to provide information on admission, placement, and school jurisdiction to the teacher, institution, or school jurisdiction. They are designed to assess global listening competence (Refif, 2017). They could be small-scale standardized examinations or "in-house" assessment

devices created and validated for a certain institution or school district. Valette (1977, p. 6) reported that "the aim of a proficiency test is to determine whether this language ability corresponds to specific language requirements".

2.6. Teaching and Assessment Strategies for Developing Listening Skill

Assar and Franzoni (2009, 24) states that "teaching strategies are the elements given to the students by the teachers to facilitate a deeper understanding of the information. The emphasis relies on the design, programming, elaboration and accomplishment of the learning content". Teachers need to understand listening strategies, furthermore how they teach and assess them. According to Tyagi (2013), listening strategies are techniques or activities which supplement the comprehension of listening skill input. English teachers should be aware of their teaching strategies to fulfil their targets. Teachers who use strategies help their students to improve the effectiveness of teaching and learning listening comprehension (Hamouda, 2013).

Recent studies have led to some new insights into the underlying cognitive processes, the teaching and the assessment of listening (Vandergrift, 2007). Selecting appropriate assessment strategies is a crucial aspect to reach the goals when teaching listening. Hamouda (2013) explained that teachers of listening should know some strategies to improve their teaching and assessing listening comprehension. Thus, teachers have to realize the importance of good strategies and activities. According to O'Malley and Chamot (1990, p. 44), three major types of strategies are distinguished in accordance with the information-processing model; cognitive strategies, meta-cognitive strategies and socio/affective strategies. It is very important to teach listening strategies to students and before doing this, teachers should help students to enrich their knowledge of vocabulary, grammar, and phonology (Goh, 2000). The development of strategies is important for listening training, and students can evaluate their own knowledge and responses.

2.6.1. Metacognitive Strategies

Metacognitive strategies refer to thinking about one's thinking or the human ability to be conscious of one's mental processes (Nelson, 1996). During meta-cognitive strategies, students would clarify the goals of a pending listening task and pay attention to specific aspects of language input or contextual details that helped them comprehend the task. Meta-cognitive strategies are higher order executive skills that may entail planning for, valuating the success of learning activities (Brown et al., 1982). According to O'Malley (2012, p. 164) "meta-cognitive is an expression to the indicate an executive function, strategies which involve planning for learning, thinking about the learning process as it is taking place, observing of one's production or comprehension, correcting your own mistakes, and evaluating learning after an activity is completed". In other words, meta-cognitive strategies enable students to take charge of their own learning by organizing, planning, and assessing it. It has to do with how students manage their own learning.

2.6.2. Cognitive Strategies

Cognitive strategies are strategies that "reflect mental manipulation of tasks", such as practising and analysing, enable learners to understand and produce new language by many different ways (O'Malley and Chamot, 1990, p. 8). It is difficult to explain the distinction between meta-cognitive and cognitive strategies because this distinction is not clear, it depends on the context. Field (2008, p. 204) stated that "[if] I plan to listen for stressed words in an utterance, the strategy qualifies as metacognitive; but if I just do it, it becomes cognitive". Students utilize cognitive strategies to complete an immediate task, such as researching the topic before listening to forecast the contents. In addition, cognitive strategies are problem-solving techniques that students use to handle the learning tasks and facilitate the acquisition of knowledge or skill (Derry and Murphy, 1986). In other words, cognitive strategies are more directly tied to a learning activity and include manipulating or transforming the learning materials directly.

In addition, Chamot (1995, p. 14) argued that cognitive strategies include the activation of schema, classifying, inferring, and note- taking. It includes voice inferencing where

teacher focuses on what students say as a reflection not on how they say it. It also includes kinaesthetic inferencing and inferencing between parts. For example, when teacher discusses with students how certain features of the speakers' actions in the video can help them to guess the meaning of unknown words. Furthermore, it can be argued that when a teacher points out the pre-introduction that may help students to understand following sections of the text. In cognitive strategies, teachers can activate students' schemata in certain topics by asking general questions about a topic 'elaboration' (Anderson, 2002). Moreover, cognitive strategies are related to comprehending and storing input in working memory or long-term memory for later retrieval, which are investigated from the aspects of bottom-up strategies and top-down strategies (Gilakjani and Ahmadi, 2011).

2.6.3. Socio- Affective Strategies

Socio-Affective strategies have been defined as the techniques listeners use to collaborate with others, to verify understanding or to lower anxiety (Vandergrift, 2003). According to Habte-Gabr (2006, p. 56), "socio-affective strategies are those which are non-academic in nature and involve stimulating learning through establishing a level of empathy between the teacher and students". Kasten (1997) argued that teachers who worked hard to keep students quiet did not know how critical social interaction and collaboration are in learning. Generally, many teachers claim that they spend the better part of their days trying to get their students stop talking (whether in person or texting). They believed that when keeping their classes quiet is more useful.

Furthermore, socio-affective strategies encompass the attempts to create and promote positive emotional reactions and attitudes towards language learning (Chamot and O'Malley, 1987). MacIntyre and Noels (1996) added that affective strategies used to control learning experiences. It is essential for listeners to know how to reduce the anxiety, feel confident in doing listening tasks, and promote personal motivation in improving listening competence (Vandergrift, 1997). Previous research found a significant correlation between low anxiety and high listening performance, which

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suggests that using affective strategies could facilitate and enhance listening (Aneiro, 1989).

2.7. Listening Tasks Activities

Listening strategies are generally comprised of various phases. The listening task can be divided into three tasks, namely pre-listening, while-listening, and post-listening (Rost, 2001). These tasks are discussed successively as follows.

2.7.1. Pre-listening tasks

Pre-listening tasks often include some activities that the students conduct prior to listening to the primary information. Pre-listening could be employed to promote a positive listening attitude (Owolewa and Olu, 2017). The general outline of pre-listening tasks is said to include planning, thinking and evaluating. In this regard, Yurdakul and Bayat (2017, p. 190) argued that "teachers can plan as to which listening strategy should be used and when, and can also monitor the efficiency of the selected strategy during listening and whether the listening served its purpose and whether the oral text has been comprehended". Also, Berne (2004) argued that planning for the pre-listening stage should facilitate the stimulation of students' motivation for listening and activation of their prior knowledge. Skolverket (2011, p. 35) stated that "students should be given tools to be able to choose and apply strategies to understand details and context spoken language".

Furthermore, Brown (2006) pointed out that one very important idea for teaching and assessing listening is that listening courses must make use of students' prior knowledge in order to improve listening comprehension. Prior knowledge helps listeners to understand the spoken language. Therefore, organizers should prepare the students for that and create conceptual framework for the coming information (Ausubel, 2010). Students have stored language linked to the topic they are listening to, so they can quickly grasp the utterances. Ivarsson and Palm's (2013) explained that if teachers use different definitions, they will both teach and assess their students differently and lead to

differences in students' opportunities for fair assessment. Prior knowledge has positive contribution in language learning. It is vital that teacher can cover the task before assessing the students (Gilakjani and Ahmadi, 2011).

Moreover, Chamot (2005) argued that less successful language learners do not have the metacognitive knowledge needed to select appropriate strategies. Teachers need to set goals for the tasks to be implemented in class. They draw attention to an appropriate action plan to deal with difficulties that may hinder their listeners from completing a task successfully. At this stage, the teacher underlines the importance of pre -listening activities that help students make predictions about what to listen and, subsequently, to focus attention on meaning while listening (Vandergrift, 1997). Thus, students should pay attention to the main points in the listening task and the teacher need to clarify the objectives of that task. Moreover, the teacher should believe in what he/she already knows about the lesson to activate his/her students' prior knowledge. For examples, when teachers set up a listening task, they ask students what type of information they would expect to hear. Lindsay and Knight (2006) claimed that teachers should make sure that students understand why they are doing a certain listening activity. Before students listen a second time, the teacher sets specific types of information to listen to. Goh (2008) advised teachers to benefit from the positive effects of metacognitive strategies to improve their students' self-confidence and make them less anxious during the listening process. In terms of the monitoring category, students check consistency with their predictions (Chamot and O'Malley, 1994). Teachers set up different types of tasks that require students to understand the meaning and check their understanding.

2.7.2. While-Listening Tasks

According to Willis and Willis, (2001), learners will complete the task during the task phase. Re-listening activities might be regarded the most important components of the listening process, because other activities rely on the amount to which the teacher has been effective in activating students' prior knowledge and directing them to reach the goals of the activity, whereas while-listening task can include guided note taking,

completion of picture or schematic diagram or table, composing questions at any tangible activity that the learner does while listening to demonstrate ongoing monitoring of meaning (ibid). Thus, while-listening activities should be taught by teachers who are familiar with the benefits of improving listening skills.

In addition, during while-listening activities, the teacher has all the responsibility to guide the students through the text and helps them to get a general understanding of the text. Furthermore, Buck (2001) explained that teachers should set specific information because this gives students confidence and open up any areas of doubt then they listen a second time, either in order to check or to answer more detailed questions. Moreover, students need to apply different techniques during listening assessment. Skolverket (2011) claimed that students should be able to choose and apply at least one or more strategies while listening. However, this could cause difficulties for teachers when assessing their students. Thus, this stage entails developing a challenge, and more precisely this part of the listening assignment is frequently the most difficult for teachers to prepare.

2.7.3. Post –Listening Tasks

Post-listening activities should include checking answers to listening comprehension activities (Field, 2002). Post–listening activity is the most significant aspect of listening instruction since it allows the learner to form mental representations and short-term memory, as well as enhance motivation to listen again (Vandergrift, 1999). Comparing notes and crafting a summary with a partner are examples of post-listening tasks. Routman (2005, p. 207) contends "students learn more when they are able to talk to one another and be actively involved". At this stage, all the previous stages are evaluated (Anderson, 2002). This means that the teacher utilises a variety of techniques to get students evaluate their individual performance. Among these strategies, metacognitive strategies are considered as the most essential ones in developing learners' skills (Anderson, 1991). Students who have improved their metacognitive awareness are more likely to be self-sufficient in their language learning. Effective learning in all learning environments is linked to learners' metacognitive awareness (Goh, 2002).

2.8. Role of Reliability and Validity in Listening Assessment

Researchers confirmed that reliability and validity are essential components in testing. These are important concepts in modern research, as they are used for enhancing the accuracy of the assessment and evaluation of a research work (Tavakol and Dennick, 2011). It was reported that "without assessing reliability and validity of the research, it will be difficult to describe for the effects of measurement errors on theoretical relationships that are being measured" (Forza, 2002, p. 194). Designing a valid and reliable test is another issue that would be a challenge for teachers. The most complex criterion of a good test is validity, the degree to which the test actually measures what it is intended to measure (Ayuanita, 2013).

2.8.1. Reliability

Reliability is one of the important characteristics of assessment results which consider the same score by using the same rate on the same paper in different occasions. Reliability is the consistency of measurement (Bachman and Plamer, 1996). Teachers have to use reliability when they test their students because students would choose the same answer and get the same score in each test. Downing (2003) claimed that constructed responses tests are difficult to score accurately and reliably. Brown (2006) argued that one of the best ways to solve the issue is by using detailed and well-defined rating criteria and to have several training sessions where the examiners learn to apply the rating criteria as objectively and accurately as possible. In other hand, Alderson and Banerjee, (2002) warned that this may be achieved only if the teaching setting allows for such action and there is enough determination to achieve it. Some researchers defined reliability as a measurement that supplies consistent results with equal values. It measures consistency, precision, repeatability, and trustworthiness of a research (Chakrabartty, 2013). Thus, reliability is a crucial process that helps teachers in achieving nearly perfect agreement in choosing similar scores. Moana-Filho et al., (2017) argued that reliability of sensory testing can be better assessed by measuring multiple sources of error simultaneously instead of focusing on one source at a time.

In addition, there are two important aspects to investigate how much the scoring procedure is reliable. They are intra-rater reliability and inter-rater reliability. When it comes to test reliability both of them are needed. Because the nature of language testing needs to minimize rater subjectivity during scoring. It is critical to grasp the significance of these two variables. Intra-rate reliability (self-consistency) represents how the teacher tries to give the same score to the same test on different times (Weigle, 2001, p. 128). The reliability coefficient is obtained by repetition of the same measure on a second time, is called the test-retest reliability (Graziano and Raulin, 2010), whereas, inter-rater reliability relates with the agreement between two raters. In other words, it refers to the tendency of the different teachers to give the same scores to the same tests. Reliability examines whether or not the items within a scale or measure are homogeneous (Devellis, 2006).

2.8.2. Validity

Considering validity is important for teachers when they design a test. Hughes (2003, p. 50) stated that "a valid test must provide consistently accurate measurements". A test that contents validity is to be an accurate measure of what it is supposed to measure. The test validity concept has various layers that must be examined during the evaluation. The first of these layers is content validity, which asks if the exam includes a representative sample of the content. Validity of a research instrument assesses the extent to which the instrument measures what it is supposed to measure (Robson, 2011). Testers and curricular authorities should not break this concept, because without considering the consequences students will perform poorly on tests. Similarly, there have been instances where the teacher uses approaches in class that differ from those utilized on the test. This can be useful to confirm that his/her test is assessing the same constructs as the reference test, e.g., listening, writing, speaking (Middleton, 2019). Another essential construct in validity testing is concurrent validity. It uses the same criterion-related validity approach, but it administers both the teacher-created test and the reference test at the same time (ibid).

2.9. Teachers' Challenges during Listening Assessment

Generally, EFL teachers encounter difficulties in listening assessment due to more than one factor. Therefore, teachers need to pay more attention to the components, situations, and factors that contribute to successful listening. Assessments need time and effort, and teachers may face a lot of problems during listening classes which make the process slow and weak. Students cannot practise listening in the same way as they can rehearse speaking. Lower ability level students had more problems even with lower-level processes (Namaziandost et al., 2019). Basically, listening skill enables students to use their other skills. Therefore, teachers need to be creative in designing classroom activities that provide students opportunities to practise how to listen. Certain challenges are reviewed below.

2.9.1. The Content of Listening Text

One of the challenges that teachers face is choosing a suitable listening text to evaluate students' listening performance. Being more explicit, when teachers decide on a particular listening text, they have to consider as much as possible their backgrounds and relation to the topics that will appeal to them. Pratama (2017) stated that the listening test should be practical, consistent and useful. Moreover, the time provided for the listening test is an important factor that teachers should be highly considered by teachers. Testing listening is a time-consuming process as students are usually tested individually or in pairs. Educational institutions struggle to provide enough time for each student to be properly tested (ibid). Students' language proficiency level should also be considered when deciding on a text for a listening test. In this regard, Buck (2001) confirmed that a test designer is better served by considering the actual language use the test is expected to display.

Moreover, Dilidüzgün (2008) stated that the listener should concretize the type of the text and be able to acknowledge the linguistic, grammatical and textual elements in accordance with the text type. Choosing the suitable text to assess students' listening skill is a very difficult process for teachers. Hamouda (2013, 123) has reported that factors

causing students listening comprehension difficulty are categorized into different sources including: (1) listening problems related to the listening text; (2) listening problems related to task and activities; (3) listening problems related to the listener and teacher's methodology. Text types should be instead viewed as broad communicative functions, realized on the linguistic surface structure as modes of discourse, which acquire specific functions within a certain genre, and tend to interact, depending upon the choice of discourse strategies (Maslova, 2017).

2.9.2. Lack of Listening Resources

Comparing listening in one's native language to listening in a foreign language is a more challenging task. Regarding to this, Vandergrift (2007, p. 193) argued, "how well L2 listeners cope with these limitations will depend on their ability to make use of all the available resources to interpret what they hear". Therefore, selecting appropriate listening resources is a priority. Asmawati (2017, p. 208) stated that "teachers should adapt the selected listening material, activate students' vocabulary, offer students variety of accents while practising listening in language laboratory, improve their students' pronunciation by training and listening to native speakers, introduce suitable strategies in listening, and always motivate students". There are different listening resources that can be used in a language classroom. Wilson (2008) suggested that listening resources such as teacher talk, student talk, guest speakers, textbook recordings, TV, video, DVD, radio, songs and the internet are all very useful in teaching of listening skills. The teacher can regulate the speaking tempo based on the students' ability and interest, repeat key points, and alter the input as needed. The quality of a teacher's talk is also an important resource.

Moreover, equipment such as a computer, sound system, audio-tape, CD player and microphone should be always available in class or language laboratory (Aryana and Apsari, 2018). An easy access to the internet is another facility that should be always available for all students. According to Garrett (1991, p. 95), "the computer and interactive technologies allow teachers to select materials of all kinds, support them as learners' needs dictate, and use the visual options of the screen presentation or the

interactive capabilities of computer control to help students develop good listening techniques". Technological materials could directly affect listening instruction in the classroom (Smidt and Hegelheimer, 2010).

Furthermore, many researchers divided the material into authentic material and non-authentic material. Nunan and Miller (1995, p. 430) defined authentic materials as those which "were not created or edited expressly for language learners. Authentic materials illustrate how English is used naturally by native speakers". Dantas-Whitney (2009) maintained that authentic materials can facilitate meaningful experience to language as it is genuinely used, motivate learners and enable them to develop a range of communicative competencies. This means that authentic materials are used in classrooms in the same way they would be used in real life. In addition, there are different types of authentic materials, for example books, newspapers, magazines, songs, literature, internet and TV. The usage of authentic materials gives a positive effect on students' motivation. The texts could trigger students' interest and passion in learning (Tamo, 2009). However, Kadagidze (2006, p. 151) said, "The choice of authentic and non-authentic texts is a rather complicated and problematic issue". Therefore, teachers need to choose what is suitable for their students. He added that "audio and audio-visual materials are not always of a very good technical quality". Moreover, Ciornei and Dina (2015) stated that:

> *Teachers and students are naturally attracted to authentic texts. Finding that you can read something designed for a native speaker is motivating, and developing strategies to deal with 'real' texts enables students to read more confidently and extensively outside the classroom* (*p. 276*).

2.9.3. Teachers' Limited Experience in Assessing Listening Skills
It is crucial for teachers to deal with what they should do in terms of assessment and what the students need during listening classes. According to Sahinkarakas (2012), experienced teachers value themselves too highly and thus do not need to provide evidence of their teaching effectiveness. He also went on saying it is important to keep

teachers motivated and perhaps organize some in-service teacher training activities to foster their motivation. Being an effective teacher is not easy, teacher must possess a strong organizational, managerial, and communication skills, as well as an ability to structure instructions and provide appropriate and fair assessments. Strong et al., (2004) argued that an effective teacher is always in a constant learning process due to the changes in terms of the students' characteristics, the curriculum, the community, and finance among many others. Additionally, experience can be developed by using different techniques that best serve the learning needs of students. When teachers use these techniques, they can engage and challenge students to achieve personal goals. Lowman (1995) stated that experienced teachers help students learn on their own, as well as from others, from outside the school, and from various sources such modern technology. Thus, if the teachers do not do their job well, their students' passion and interest in learning might be negatively affected and might become demotivated. Gurney (2007) pointed out that when teachers show enthusiasm, and there is interaction in the classroom, the work of learning process is turned into a pleasure.

2.9.4. Classroom Management

Managing the classroom is a serious challenge for teachers and a major cause of teacher burnout and job dissatisfaction in all countries (Evertson and Weinstein, 2006). It is important for teacher to create and maintain an organized classroom environment. As part of classroom management, teachers have to make complex decisions on how to establish order, engage students, and elicit their cooperation (Emmer and Stough, 2001). Thus, classroom management is concerned with teachers' decisions and activities regarding the classroom's organization and structure. Aleksandrzak (2011) added that difficulties concern not only the choice of appropriate elicitation techniques and form of assessment, but they may also emerge while designing or administering the test. Furthermore, teacher have all the responsibility to prefer what their considerations and goals are when arranging the classroom, and to what extent the arrangements are in agreement with their needs and beliefs. Wannarka and Ruhl (2008) suggested that seating arrangements can increase on-task behaviour and decrease off-task behaviour. Teachers decide which

location is the best to stimulate an individual student's academic and social development, while encouraging teacher-student interaction, reducing distractions, aggression, and 'downtime' (Trussell, 2008).

2.9.5. Lack of Classroom Acoustics

The educational environment has a substantial impact on students' academic progress. To listen has been described as a situation when a person devotes their full consciousness to hearing (Barthes, 1991). A variety of factors can be influenced by different internal and external noise sources. Murugan and Rajoo (2013) who explained that creating an ideal learning environment ought to be a priority of every concerned educationalist because being comfortable should be a combination of several factors which include temperature, lighting, and noise control, and so on. It could be by large number of students in a classroom or electronic equipment in the room as well as noise comes from the corridors or outside the windows. Noise sources may include background noise from heating, ventilation and air conditioning (HVAC) systems or electronic equipment in the room, collaborative groups in the classroom, and noise in the hallways or outside the windows (Crandell and Smaldino, 2000). In addition, noise levels can be caused by the number of the students in the classroom where the teacher's voice cannot be clear. The natural loss of the teacher's speech signal as it travels over distance affect classroom acoustics (Nelson and Soli, 2000). It is important for learners being able to clearly understand speech in the classroom environment. However, a big number of the students in a class can be a significant problem. Big classroom size can affect students' understanding and can be also a source of noise (Smaldino et al., 2004). More to the point, the distance between the teacher and students may contribute to unfavourable listening conditions as teachers move around the room (Palmer, 1998).

2.9.6. Students' Failures to Understand the Text

According to Graham (2006), the main listening problems reported by foreign language learners were related to the speedy delivery of text leading to failure in identifying and recognizing words in a stream of input. Goh (2002) reported that listeners complained

about problems such as, quickly forget what is heard, and unable to make mental representations of words being heard which is the most common problem. Unknown vocabulary, limited grammatical knowledge and the length of passages being taught could be significant difficulties for EFL students during listening tests. Nguyễn (2010) argued that lack of vocabulary, difficulty with grammatical structures, and long listening text were the main reasons behind students' failure to understand most of what has been said to them. Some of these problems are discussed as follows:

- *Accent*

Unfamiliar accent may cause some problems to foreign language students. Goh (2000), claimed that 66% of learners agreed that the speaker's accent is one of the most significant factors that affect listeners' comprehension. Buck (2001) indicated that when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English will encounter critical difficulties in listening. Therefore, Failure to understand the accent of the input correctly means that students will have difficulties in anticipating the upcoming discourse.

- *Vocabulary*

Underwood (1989) assigned vocabulary as one of the seven causes of problems to efficient listening comprehension. He argued that the speaker may choose words the listener does not know, so listeners sometimes encounter unknown words which may cause them pause to think about the meaning of those words and thus cause them to miss the next part of the speech. More to the point, Celik et al., (2014), explained that when listening texts contain familiar words, it would be very easy for students to follow. Thus, introducing students to texts that include familiar vocabulary can have a positive impact on their listening comprehension ability. Also it can arouse their motivation to learn more.

- *Speed of the Speech*

According to Hamouda (2013), EFL learners have crucial problems in listening comprehension because universities focused their attention on grammar, reading, and vocabulary. He added that comprehending speech is a very difficult activity for EFL students. "Many English language learners believe that the greatest difficulty with listening comprehension is that the listener cannot control how quickly a speaker speaks" (Underwood, 1989, p. 16). Thus, teachers should comprehend their listening difficulties in understanding spoken passages in order to help their students to improve their listening comprehension.

2.9.7. Providing Students with Feedback

Feedback is important for effective teaching and learning, and it helps students to identify their weaknesses. Formative assessment emphasizes the importance of providing students with feedback to help them improve their learning (Black and Wiliam, 2004; Sadler, 1989; Shavelson, 2003). More importantly, teacher's feedback is an important strategy that overcomes any mental block students might have. Repeated failure can create a significant psychological barrier for students and have a detrimental impact on their ability to learn listening skills. The feedback given to students is the most powerful influence on student achievement. Consciously or unconsciously, teachers always give their students immediate feedback in class (Gibbs and Simpson, 2004). Some researchers argue that giving positive feedback has more beneficial effects on learning, but others have completely opposite ideas.

Providing students with positive feedback means ensuring an experience of success, which helps to remove any mental block (Krashen, 1982). Giving positive feedback helps students to develop self-awareness of learning, self-confidence, and a desire to learn. Moreover, when teachers give positive feedback to their students, they motivate them to continue learning and inform them of their errors so that they can take the required corrective action. Immediacy is an important aspect of corrective feedback, it can be given in the class immediately after the completion of a task, verbally or by using non-

verbal gestures (Binu, 2020). To strengthen their motivation and self-esteem, feedback should be offered as often as possible and in a good manner. Simultaneously, students should be credited for any progress they make or right responses they provide during the class. Giving positive feedback can help weak students by echo correction, body gestures, facial expressions to prompt them to continue with the task with more interest and confidence (ibid).

In contrast, Brunot et al., (2000) clarified that there is much evidence to suggest that negative feedback or disconfirmation can be more potent than positive feedback or confirmation at the self-level. At the self-level, negative feedback has a greater impact. However, it is contingent on the learners' commitment to their objectives, mastery or performance orientation, and personal efficacy. Negative feedback can have an adverse effect on low proficiency learners' motivation and performance (ibid). Low proficiency learners are more likely to react to negative feedback by experiencing negative effect, exhibiting less motivation on a subsequent task, and attribute the feedback less to effort and more to ability (Kernis et al., 1989). Although providing negative feedback discourage students to learn well, but there are certain students with a high proficiency level are more likely to gain from disconfirmation or negative feedback.

2.9.8. Lack of Training Session

In recent years, training sessions programs have been prevalent around the world specially for foreign language teachers and learners. Collings (1994, p. 11) stated that a "teacher should be in constant training-learning process, and have capacity to reflect upon own practice". Being the same track, Alrawashdeh and Al-zayed (2017) stated that training programs are important for teachers' development to create awareness towards their educational skills, improve time management, improve technical knowledge and learn better ways to motivate their students. Training programs provide teachers with new ideas for keeping their classes and curricula more interesting and more engaging.

2.10. Previous Studies

In literature, a massive number of studies investigated listening the assessment strategies that teachers use in their listening classes such as (Mutia 2020; Low and Aryadoust 2021; Ivarsson and Palm 2013; Bidabadi and Yamat 2011; Alrawashdeh and Al-zayed 2017; Gilakjani and Sabouri 2016; Juan, and Abidin 2013).

Mutia (2020) studied the lecturers' strategies and the implementation of them in listening classes. The study was conducted with second semester students of English department at Muhammadiyah University of Makassar. The researcher obtained the data by using observation and interview. The findings of this research evidenced that it was useful to use pre-listening strategies in listening classes. Mutia added that the implementation of this type of strategies helped students to fully understand the materials intended. This is because the lecturer evaluated the students' answers and ask them one by one in order to help them understand why they got incorrect answers.

Moreover, Low and Aryadoust (2021) investigated the test-taking strategies needed for successful completion of a lecture-based listening test by employing self-reported test-taking strategy use, actual strategy use measured via eye-tracking, and test scores. In this study, participants' gaze behaviour measured by observation. The measurement was accomplished by recording students' performance during two listening tests of three stages: pre-listening, in which participants (n = 66) previewed question stems; while-listening, in which participants simultaneously listened to the recording and filled in their answers; and post-listening, in which they had time to review their answers and make necessary amendments. Following the listening tests, the participants filled up a post-test questionnaire that asked about the strategy use in each of the three stages. T-test and path analysis were performed on test scores, questionnaire results, and gaze patterns. The results obtained suggested that gaze measures (visit duration and fixation frequency) predicted the participants' final test performance, while the self-reports had moderate predicting power. Moreover, their study identified implications for the cognitive validity of listening tests, listening test design and pedagogical approaches in building listening competence

Another research was conducted by Ivarsson and Palm (2013). Their research aimed to investigate how some teachers interpret, teach and assess listening strategies. Their investigation was based on interviews and a questionnaire answered by year 9 teachers. The findings obtained indicated that the teachers did not assess students by using listening strategies. Their focus was placed on listening comprehension and not on using listening strategies.

Moreover, Bidabadi and Yamat (2011) explored the relationship between listening strategies used by Iranian EFL students (n= 92) and their listening proficiency. The research findings revealed that meta-cognitive strategies help EFL learners to learn the target language better. The research findings also confirmed positive relationship between using listening strategies and the learners' listening proficiency.

Furthermore, Alrawashdeh and Al-zayed (2017) investigated the difficulties that English teachers may encounter in listening classes and their attitudes towards the subject in Karak schools. To collect the data required, the researcher used two instruments: a teacher's questionnaire and informal interviews. The research results indicated low percentage of difficulties related to teacher's proficiency with a mean up to 2.81, and medium percentage of difficulties related to the teaching environment with mean up to 3.32, and difficulties related to the availability of sources and teaching aids with a mean up to 3.04.

Gilakjani and Sabouri (2016) investigated the problems that might face teachers in listening classes. They found that listening is not an important part of many course books and most teachers do not pay attention to this particular skill in their classes. In their study, they were reviewed the terms listening, listening comprehension, listening strategies, and listening difficulties.

In addition, Juan and Abidin (2013) examined the listening comprehension difficulties that Chinese students might face while learning English in Malaysia. The data were gathered by a pure qualitative method (interviews). The interviews were conducted to explore the participants' possible difficulties throughout three stages, namely pre-listening, while listening and post listening. The research findings confirmed that students' difficulties in listening comprehension were due to their limited prior knowledge in English vocabulary, and to differences in the accent of the native speakers.

2.11. Summary of the Chapter

This chapter shed light on defining the listening skill, in addition to the teacher's role while teaching this particular skill in class. An overview of listening assessment and different types of assessment were also included in this chapter. Then, illustrating the listening assessment strategies and the challenges teachers might face during listening assessment were discussed. Finally, a number of related previous studies were reviewed.

Chapter Three
Methodology

3.0 Introduction

Research methodology is defined as a set of procedures employed by researchers to construct a plan in order to achieve predetermined research aims (Glatthorn, 1998). The purpose of this chapter therefore, is to discuss the research methodology that was applied for the sake of this study including the research design, data collection instruments as well as the methods of data analysis. This chapter also includes data collection procedures, ethical issues and summary.

3.1. Research Design

The research design is considered as an overall strategy that researchers choose to integrate different components of a study in a coherent and logical way (Cohen et al., 2007). In the current study, a mixed research approach was used. This is because using both qualitative and quantitative methods is a powerful technique that facilitates validation of data through cross verification from two or more sources (Dornyie, 2007). Both a structured questionnaire and semi- structured interviews were implemented to collect the data required. The quantitative method was used because it is effective mechanisms for efficient collection of certain kinds of information (Dornyei, 2003). Moreover, qualitative method was used in this study because it is "more concerned to understand individuals' perceptions of the world" (Bell, 1999, p. 7).

3.2. Data Collection Tools

The significance of using two tools of data collection as a triangulation is the fact that using more than one source of data enables a more comprehensive understanding (Bogdan and Biklen, 1998). Thus, two data collection were used in this study; a structured questionnaire and semi-structured interviews. The questionnaire is used to explore how teachers use assessment strategies in listening classes, whereas semi-

structured interviews were used to investigate teachers' perceptions regarding the challenges they might encounter when they assess their students' listening performance.

3.2.1 Teachers' Questionnaire

A questionnaire is a research instrument consists of series of questions for gathering information from respondents (Dornyei, 2007). In the current study, a structured questionnaire was used to collect the quantitative data. In this type of questionnaires, the participants select an answer from a limited list (Brown, 2009). It is different from open-response questionnaire where the participants express themselves in their own words. The items of the questionnaire were adopted mainly from Ahmad (2012). The questionnaire items were based upon to the first research question (see1.3). The first part of the questionnaire was concerned with the teachers' background and awareness of listening assessment. It included four 'yes' and 'no' questions. Furthermore, the second part was concerned with how teachers teach listening strategies and to what extent they use listening assessment strategies when they assess their students' performance. It included seventeen items representing their frequency of practicing strategies in listening assessment (Always, often, sometimes, rarely, never). The teacher's questionnaire was measured according to the quantitative method.

Furthermore, the questionnaire items were carefully written and revised several times to guarantee clarity and avoid ambiguity and misunderstanding. Denscombe (2007) pointed out that even small errors in data entry can radically skew the overall direction towards which answers to questionnaires point. Therefore, a high degree of consistency between the component parts of the data was considered to be a useful indicator in terms of validation. The questionnaire items were also checked by four experienced teachers who have taught language skills at Zawia university. Moreover, the questionnaire was piloted to assure its validity and reliability (see 3.4). The data collected from the questionnaire was analysed by using the SPSS software (Statistical Package for the Social Sciences).

3.2.2 Teachers' Interviews

An interview itself is considered as a conversation, usually between two people. But it is a conversation where one person, the interviewer, is seeking responses for a particular purpose from the other person the interviewee (Cohen et al., 2007). Semi-structured interviews were used in this study because they lead to develop deeply into social and personal matters (Bicicco –Bloom and Crabtree, 2006). Moreover, this type of interviews allows a wide range of questions to be asked and more freedom and comfort for respondents to communicate more on the issue, it frequently yields rich answers. According to Dörnyei (2007, p. 140), a 'good' qualitative interview has two key features: "(a) it flows naturally, and (b) it is rich in detail". To attain this, it is therefore necessary for researchers to remember that they are there to listen not just to speak (ibid). In this study, semi- interviews were conducted directly face to face between the respondents and the researcher. The interviewees were Six in total and in equal balance in gender. The interview questions were designed to focus on the teachers' views about the challenges they might face when assessing students' listening skills in class. Depending on the research questions and previous literature, nine open-ended questions were formulated and intended to be asked during the interviews. In addition, reliability could be addressed through honesty, authenticity and fairness in structure (Lincoln, 2005). The data collection from interviews was analysed by using the thematic analysis method.

3.3. Pilot Study

The purpose of the pilot study is not only to acquire data but also to learn how to acquire data properly and accurately in the main study (Burn, 2000). Furthermore, pilot study is used to evaluate data collection tools and research procedures. Before presenting the final draft of the questionnaire, the researcher distributed a sample of the designed questionnaire to four EFL teachers who have experience in teaching language skills. The researcher needed to determine if the questionnaire items would represent information that was demanded. It was very useful to discover if there were any weak points of the questionnaire items or not. For example, question one that was used in part one "*How many English listening skills sessions do you have in the syllabus?*" was modified.

Statement number sixteen in the part two *"I point out the information at the beginning of the text will help the students understand the later sections of the text"* was also changed into *"I point out the pre-introduction will help the students understand the following sections of the text"*. Moreover, the researcher utilised the feedback that was received from the teachers to amend the questionnaire items. Furthermore, some teachers drew the researcher's attention to some unclear statements such as item number fifteen in part two: *"I discuss with the students how certain features of speakers' actions in the video if they can help them guess the meaning of the message"*. According to the feedback obtained, it was changed into "I *focus on how students understand kinaesthetic inference, and discuss with the students how certain features of speakers' actions in the video if they can help them guess the meaning of the message"*.

Additionally, the pilot study enabled the researcher to schedule the interviews and amend some questions. The researcher also became aware of the order and the meaning of certain concepts of the questions. The data obtained from the pilot study was analysed to avoid the obstacles when the researcher deals with the real data. The interview questions were piloted to four teachers. Furthermore, two teachers shed light to keep the flow of the research questions on the order of the questions. Also some interview questions were modified to be ready for collecting the data in the actual study. To conclude, engaging in the process of arranging and conducting interview questions offered the researcher good experience to carry out the actual process of data collection systematically and effectively.

3.4. Sample of the Study

The sample is the group of participants whom the researcher actually examines in an empirical investigation (Dörnyei, 2007). It means that "participants in a study can answer and complete the researcher's questions, the participant chooses answers to questions and supplies basic personal or demographic information" (Creswell, 2012, p. 382). The main focus of the current study was on the strategies that teachers use when assessing students' listening and the challenges that might be encountered. Due to the importance of

sampling techniques, the participants must be carefully selected (Patton, 2002). Thus, random sampling technique was utilised for the quantitative approach. The random sample means that every case of the population has an equal probability of inclusion in sample (Taherdoost, 2016). The questionnaire was distributed to thirty-eight teachers working in the Faculty of Art, the Faculty of Education in Zawia, the Faculty of Education in Abu-Essa and the Faculty of languages. These teachers were both males and females, however, only thirty-two teachers answered and returned the questionnaire to the researcher. Furthermore, six teachers were interviewed in semi-structured way to explore the challenges they might encounter during their listening classes. Therefore, a purposive sampling strategy was used to select the sample for qualitative data. More to the point, interviewees were chosen according to their experience of teaching. Patton (2002, p. 230) stated that "the logic and power of purposive sampling lies in selecting information rich cases for study in depth".

3.5. Data Collection Procedure

The researcher introduced herself and explained the purpose of the questionnaire and the interviews in order to alleviate the tension of the participants and gain their trust. Flick (2006, p. 169) argued that you should attempt "to create a good atmosphere in the interview and to give room to your interviewees to open up". The first step of data collection was administering the questionnaire. The questionnaire was distributed to thirty-eight teachers at Zawia university personally. However, only thirty- two were returned. The participants were informed protecting their identities confidential. The questionnaire was filled and sent back within one month. The quantitative data was analysed by SPSS software.

In addition, six semi-structured interview sessions were conducted with the teachers. The focus of interviews was on the strategies that teachers use, and challenges that might face them whenever listening skills are assessed in class. The goal of semi-structured interviews was to establish a clear framework for the study's next phase. More importantly, the researcher obtained good experience in asking questions that match the

participants' areas of interest based on the analysis and outcomes of the pilot study. The time duration estimated for each interview was approximately 35 minutes. The interviews were held at small offices in the English departments at Zawia university. The participants were helpful and willing to participate effectively in their responses to the questions being asked by the researcher. The process of conducting the interviews took one month and half. The interviews were recorded after taken the participants' permission. The qualitative data was transcribed and analysed using the thematic analysis method.

3.6. Ethical Issues in the Study

Ethical considerations in educational research are seen as one of the most important issues that researchers should consider from the beginning of the study. Researchers must inform their participants of what the study concerns and protect them from deception (Graziano and Raulin, 2010). The ethical considerations of data collecting were carefully explored in the current investigation. The supervisor and university admissions sent a letter confirming the researcher in person would collect the research data. The researcher also provided detailed information about the purpose of the study, the intended methods of data collection as well as the intended participants. The participants were informed that their identities would be confidential and assuring them that their participation would be fully optional. The anonymity of informants is a way of protecting their identities (ibid). In addition, during the interviews, the researcher contacted those who had both less and more experience in teaching. During the meeting, the participants were assured of anonymity and confidentiality, and the data collected during the interviews would be used only for the sake of the research in hand, which could include publication. However, the respondents were also advised that they could withdraw at any time even during the process.

3.7. Summary of the Chapter

This chapter has presented detailed account of the methodology employed for this study, beginning with a presentation of the research design followed by a discussion of the data

collection instruments (a structured questionnaire and semi-structured interviews). Moreover, this chapter discussed the process of sampling and the pilot study. The data collection procedures and ethical issues of the main study were also discussed in this chapter.

Chapter Four

Data Analysis

4.0. Introduction

This chapter includes the processes of analysing the research data. SPSS software programs were used to analyse the quantitative data and the thematic analysis Method was utilised to analyse the qualitative data. In this respect, Cohen et al., (2007) stated that each approach is appropriate for analysing certain data. The analysis is used "to help the account 'live' and communicate to the reader through the telling quotation or apt example" (Robson, 2011, p. 456). The two processes of data analysis (quantitative and qualitative data analysis) are presented in two main sections below in order to provide comprehensible answers to the research questions in this study.

4.1. Section One: Quantitative Data Analysis

The questionnaire items (4 yes or no questions and 17 statements) aimed to investigate the assessment strategies of listening skills. The first research phase is about teachers' background about assessing listening skills. The data gained from the questionnaire was subjected to a descriptive statistical analysis. The analysis of the questionnaire items is presented in two main sections: Teachers` background and listening assessment strategies use. For more details, see Appendix (A). SPSS software programs were utilised to analyse the quantitative data. Frey (2017) argued that it is a commercially distributed software suite for data management and statistical analysis. The main quantitative findings are presented separately for each item, by means of graphs. A comprehensive description is provided for each below.

4.1.1. Do you start with identifying the purpose of the assessment when you assess your students in listening class?
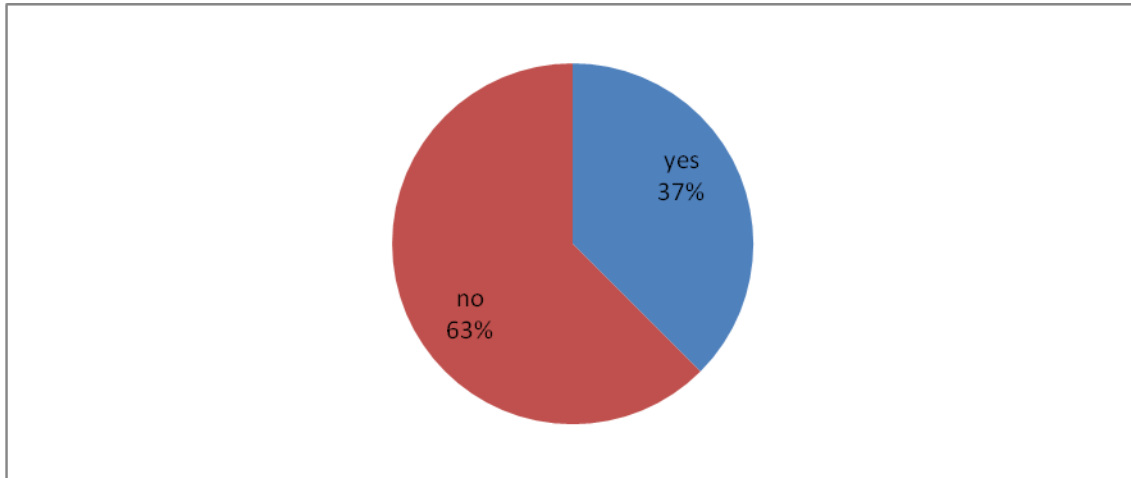
Figure 4.1. Identifying the purpose of the assessment to the students in listening classes.

The above figure represents whether teachers identify the purpose of the assessment when teachers assess their students in listening class or not. It is found that (n = 20, 63%) of the participants do not identify the purpose of the assessment while (n =12, 37%) of them do during their listening classes.

4.1.2. Do you use different listening tasks in your listening classes?
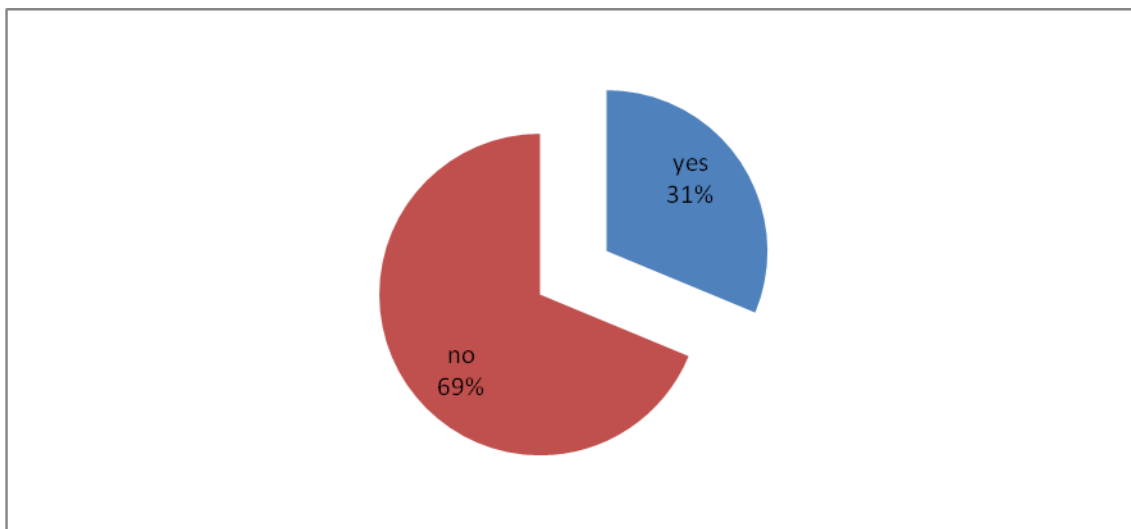
Figure 4.2. Using different listening tasks in listening classes

Figure 4.2 shows that the participants were asked if they use different listening tasks in their listening classes or not. It is found that (n = 22, 69%) of the participants do not use it. While a few of them (n = 10, 31%) reported using different listening assessment tasks during listening classes.

4.1.3. Do you use different types of assessment when you assess your students listening class?
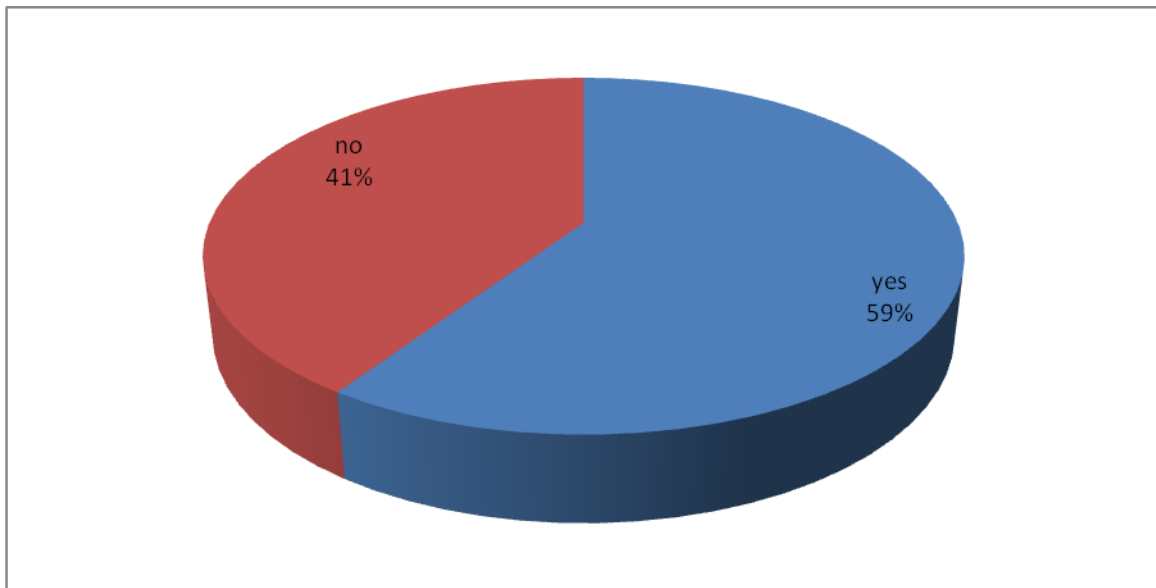
Figure4. 3. Using different types of assessment in listening classes

As figure 4.3 shows, (n = 19, 59%) of the participants reported that they use different types of assessment in listening classes, whereas (n = 13, 41%) of them reported the opposite.

4.1.4. Do you consider reliability and validity in listening assessment?
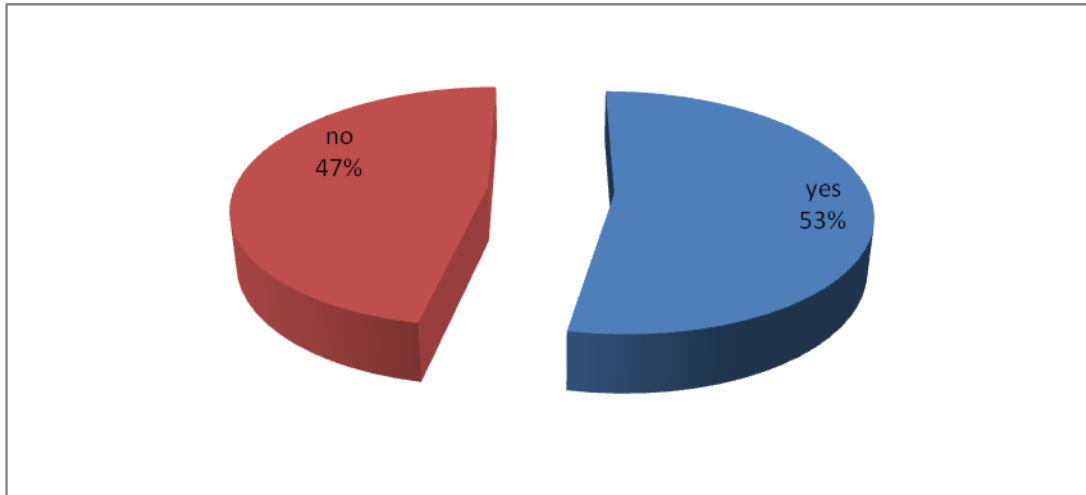
Figure 4.4. Considering of reliability and validity in listening assessment

Figure (4) indicates if the participants consider reliability and validity in listening assessment or not. The findings revealed that (n = 17, 53 %) of the participants confirmed considering both reliability and validity in listening assessment, while (n = 15, 47 %) of teachers do not.

4.1.5. When I assess my students, I set goals for my listening tasks

Table 4.1. Setting goals for their listening tasks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	23	69.7	71.9	71.9
	Often	4	12.1	12.5	84.4
	Sometimes	3	9.1	9.4	93.8
	Rarely	2	6.1	6.3	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

Table 4.1 shows that most of the teachers set goals for listening classes. Statistically, (n = 23, 71.88%) of teachers chose *'always'* using this strategy. It also shows that (n = 4, 12.50%) of the teachers reported *'often'* do that while (n = 3, 9.38%) stated they *'sometimes'* use it, and (n = 2, 6.25%) reported *'rarely'* employ this strategy in their listening classes.

4.1.6. When I assess my students, I clarify the objectives of an anticipated listening task to the students

Table 4.2. Clarifying the objectives listening task to the students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	1	3.0	3.1	3.1
	Often	2	6.1	6.3	9.4
	Sometimes	4	12.1	12.5	21.9
	Rarely	22	66.7	68.8	90.6
	Never	3	9.1	9.4	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

Looking closely at table 4.2 illustrates teachers' responses to item (6) whether they clarify the objectives of an anticipated listening task to their students. The findings obtained showed that (n =22, 68.75%) reported *'rarely'* and (n = 3, 9.38 %) of them chose *'never'*. Besides (n =4, 12.50 %) reported *'sometimes'*, whereas a few of them (n = 2, 6.25%) said that they *'often'* use that. The rest of them *(n = 1, 3.13%)* chose *'always'*.

4.1.7. When I assess my students, I activate students' prior knowledge before listen

Table 4.3. Activating my students' prior knowledge before listen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	6	18.2	18.8	18.8
	Often	5	15.2	15.6	34.4
	Sometimes	3	9.1	9.4	43.8
	Rarely	8	24.2	25.0	68.8
	Never	10	30.3	31.3	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

As table 4.3 shows, (n=10, 31.25%) selected '*never*' while (n=8, 25.0%) chose 'rarely' activate their students' prior knowledge about the lesson. Furthermore, (n=6, 18.75%) reported '*always*' use this strategy with their students. On other hand, (n= 5, 15.63%) selected '*often*' do and few of them (n=3, 9.38%) stated they '*sometimes*' employ this strategy.

4.1.8. When I assess my students, I set up a listening task, ask students what type of information they would expect to hear

Table 4.4. Setting up a listening task, asking students about expectation information they would to hear

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Often	2	6.1	6.3	6.3
	Sometimes	8	24.2	25.0	31.3
	Rarely	7	21.2	21.9	53.1
	Never	15	45.5	46.9	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

The above table (4.4) indicates that (n=15, 46.88%) of the teachers said they 'never' set up a listening task and ask their students what type of information they would expect to hear. Besides (n=8, 25.0%) reported 'sometimes'. It also presents (n= 7, 21.88%) chose 'rarely' while (n=2, 6.25%) selected 'often'.

4.1.9. Before listeners listen a second time, I set specific types of information to listen to.

Table 4. 5. Setting specific types of information to listen for before listeners listen a second time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	2	6.1	6.3	6.3
	Often	1	3.0	3.1	9.4
	Sometimes	3	9.1	9.4	18.8
	Rarely	5	15.2	15.6	34.4
	Never	21	63.6	65.6	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

Table 4.5 presents that teachers set specific types of information to listen before students listen to the intended material for the second time. In their responses, (n= 21, 65.63%) reported 'never', followed by (n= 5, 15.63%) who selected 'rarely' and (n= 3, 9.38%) chose 'sometimes' use this strategy during assessments. Whereas (n=2, 6.25%) reported 'always' and (n= 1, 3.13%) chose 'often'.

4.1.10. When I assess students, I set up different techniques that help them to understand the task

Table 4.6. Setting up different techniques help the students to understand the task

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	4	12.1	12.5	12.5
	Often	3	9.1	9.4	21.9
	Sometimes	1	3.0	3.1	25.0
	Rarely	22	66.7	68.8	93.8
	Never	2	6.1	6.3	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

Looking carefully at table 4.6 shows that the most of the participants (n=22, 68.75%) stated that they '*rarely*' set up different techniques that help their students to understand the task. Whereas (n=4, 12.50%) reported '*always*'. Besides (n= 3, 9.38%) of them chose '*often*'. Moreover, (n= 2, 6.25%) selected '*never*' and (n=1, 3.13%) reported they '*sometimes*' use this strategy.

4.1.11. When I assess my students, I use a variety of techniques to get students to evaluate their individual performance

Table 4.7. Using a variety of techniques to get students to evaluate their individual performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	3	9.1	9.4	9.4
	Often	1	3.0	3.1	12.5
	Sometimes	2	6.1	6.3	18.8
	Rarely	20	60.6	62.5	81.3

		Frequency	Percent	Valid Percent	Cumulative Percent
	Never	6	18.2	18.8	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

Table 4.7 indicates that the highest percentage of the participants (n=20, 62.50%) reported '*rarely*' use various techniques to get students to evaluate their performance. Besides (n= 6, 18.75%) selected '*never*'. While (n= 3, 9.38%) of participants chose '*always*'. However, (n=2, 6.25%) of the participants reported '*sometimes*' and only (n= 1, 3.13%) stated they '*often*' use various techniques to their students' individual performance.

4.1.12. When I assess my students, I ask students to identify any part of the text that was difficult to comprehend after completing a listening task

Table 4.8. Asking students to identify any part of the text that was difficult to comprehend after completing a listening task

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	20	60.6	62.5	62.5
	Often	7	21.2	21.9	84.4
	Sometimes	4	12.1	12.5	96.9
	Rarely	1	3.0	3.1	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

Looking carefully at table 4.8 reveals that the most of the participants (n= 20, 62.50%) stated they '*always*' ask their students to identify any part of the text that is difficult to comprehend after completing a listening task. Whereas (n= 7, 21.88%) answered '*often*'. More to the point, (n= 4, 12.50%) of the participants reported '*sometimes*' and a small percentage (n= 1, 3.13%) of the respondents selected '*rarely*' use this strategy during their assessment.

4.1.13. When I assess my students, I focus my attention on what students say as a reflection not on how they say it

Table 4.9. Focusing attention on what students say as a reflection not on how they say it

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Often	2	6.1	6.3	6.3
	Sometimes	3	9.1	9.4	15.6
	Rarely	10	30.3	31.3	46.9
	Never	17	51.5	53.1	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

Table 4.9 presents a high percentage of the participants (n= 17, 53.13%) stated that they '*never*' focus their attention not on what students say as a reflection but they focus on how they say it. Moreover (n= 10, 31.25%) reported '*rarely*' do that, and (n=3, 9.38%) said they '*sometimes*' pay their intention on what the students say. While (n= 2, 6.25%) of the respondents stated they '*often*' do the opposite.

4.1.14. When I assess my students, I focus on how students understand kinaesthetic inferencing, and discuss with them how certain features of speakers' actions in video task help them to guess the meaning of the message

Table 4.10. Focusing on how students understand kinaesthetic inferencing, and discussing with them how certain features of speakers' actions can help them to guess the meaning of the message

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	2	6.1	6.3	6.3
	Rarely	1	3.0	3.1	9.4

		Frequency	Percent	Valid Percent	Cumulative Percent
	Never	29	87.9	90.6	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

The table above shows that when it comes to know how students understand both what they see and what they listen. Statistically, (n= 29, 90.63%) of the respondents reported *'never'* discuss with their students how certain features of speakers' actions in video tasks help them to guess the meaning of the message. However, only (n= 1, 3.13%) of the participants selected *'rarely'* do that. Whereas (n= 2, 6.25%) of them stated they *'sometimes'* use this technique.

4.1.15. When I assess my students, I point out that the pre-introduction will help the students to understand following sections of the text

Table 4.11. Pointing out   the role of pre-introduction   will help the students to understand following   sections of the text

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	5	15.2	15.6	15.6
	Often	4	12.1	12.5	28.1
	Sometimes	15	45.5	46.9	75.0
	Never	8	24.2	25.0	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

As table 4.11 presents, (n= 15, 46.88%) of the participants reported they *'sometimes'* introduce the next section of the text before to help the students understand what is coming later, and (n=8, 25.00%) selected *'never'* do that. While (n= 5, 15.63%) of the

49

participants reported '*always*' and (n= 4, 12.50%) stated they '*often*' help their students and explain what is next.

4.1.16. When I assess my students, I start the lesson by activating the students' schemata in certain topics via asking general questions about a topic

Table 4.12. Starting the lesson by activating the students' schemata in certain topics via asking general questions about a topic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	8	24.2	25.0	25.0
	Often	2	6.1	6.3	31.3
	Sometimes	2	6.1	6.3	37.5
	Rarely	5	15.2	15.6	53.1
	Never	15	45.5	46.9	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

As table 4.12 illustrates, (n= 15, 46.88%) of the participants stated that they '*never*' ask general questions about a topic and activate their students' schemata in certain topics. Whereas (n= 8, 25.00%) reported they '*always*' use this strategy. On other hand, (n= 2, 6.25%) and (n= 2, 6.25 %) selected '*often*' and '*sometimes*' do so.

4.1.17. When I assess my students, I encourage students to discuss what they do not understand with their classmates

Table 4.13. Encouraging students to discuss what they do not understand with their classmates

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	3	9.1	9.4	9.4
	Often	1	3.0	3.1	12.5

		Frequency	Percent	Valid Percent	Cumulative Percent
	Sometimes	2	6.1	6.3	18.8
	Rarely	8	24.2	25.0	43.8
	Never	18	54.5	56.3	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

Table 4.13 shows that more than half of the participants (n= 18, 56.25%) said that they 'never' encourage students to discuss what they do not understand with their classmates. Moreover, (n= 8, 25.00%) of them reported 'rarely' use this strategy. While (n= 3, 9.38%) stated that they 'always' practise this strategy with their students. Furthermore, (n= 2, 6.25%) of the respondents confirmed that they 'sometime' utilise this strategy and only (n= 1, 3.13%) reported that they 'often' do not.

4.1.18. When I assess my students, I give them space to collaborate with others

Table 4.14. Giving students space to collaborate with each other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	2	6.1	6.3	6.3
	Often	9	27.3	28.1	34.4
	Sometimes	4	12.1	12.5	46.9
	Rarely	5	15.2	15.6	62.5
	Never	12	36.4	37.5	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

Looking carefully at table 4.14 shows that (n= 12, 37.50%) of the participants reported 'never' give students space to collaborate with others. Besides (n= 9, 28.23%) of them

stated that they '*often*' ask their students to do that. While (n= 5, 15.63%) of the participants reported '*rarely*' use this strategy, whereas (n= 4,12.50%) said they '*sometimes*' do that, and only (n= 2, 6.25%) sated that they '*always*' follow that during their assessment.

4.1.19. When I assess my students, I stimulate learning through establishing a level of empathy between me and my students

Table 4.15. Stimulating learning through establishing a level of empathy between me and my students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	8	24.2	25.0	25.0
	Often	2	6.1	6.3	31.3
	Sometimes	3	9.1	9.4	40.6
	Rarely	6	18.2	18.8	59.4
	Never	13	39.4	40.6	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

Table 4.15 presents   that the highest percentage of participants (n= 13, 40.63%) reported '*never*' stimulate learning through establishing a level of empathy with their students. Besides (n= 8, 25.00%) of the participants said that they '*always*' do that. On the other hand, (n= 6, 18.75%) responded '*rarely*' do, and (n= 3, 9.38%) stated that they '*sometimes*' use this strategy. While (n= 2, 6.25%) of them reported '*often*' do.

4.1.20. When I assess my students, I help my students to know how to reduce the anxiety, feel confident in participating listening tasks

Table 4.16. Helping   students to know how to reduce the anxiety, feel confident in participating listening tasks

	Frequency	Percent	Valid Percent	Cumulative Percent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	10	30.3	31.3	31.3
	Often	12	36.4	37.5	68.8
	Sometimes	8	24.2	25.0	93.8
	Rarely	2	6.1	6.3	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

According to table 4.16, (n= 12, 37.50%) of the participants responded that they *'often'* help their students to know how to reduce their anxiety and feel confident while participating in listening tasks. More to the point, (n= 10, 31.25%) of them reported that they *'always'* do that. Whereas, (n= 8, 25.00%) of the respondents stated that they *'sometime'* use so and only (n= 2, 6.25%) responded that they *'rarely'* do that.

4.1.21. When I assess my students, I help my students to promote personal motivation for improving their listening competence

Table 4.17. Helping students to promote personal motivation for improving their listening competence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	13	39.4	40.6	40.6
	Often	6	18.2	18.8	59.4
	Sometimes	5	15.2	15.6	75.0
	Rarely	7	21.2	21.9	96.9
	Never	1	3.0	3.1	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

As table 4.17 shows, the majority of the respondents (n= 13, 40.63%) stated that they *'always'* help their students to promote personal motivation for improving their listening competence. Moreover, (n= 7, 21.88%) reported '*rarely*' do that while (n= 6, 18.75%) chose *'often'* use strategy. A small number of the participants (n=5, 15.63%) stated that they *'sometimes'* encourage their students practise that. Whereas only (n= 1, 3.13%) of them reported that they '*never*' do that.

4.2. Section Two: Qualitative Data Analysis

This section deals with the analysing the qualitative results. In literature, there are many theories and methods that can be employed in analysing qualitative data such as grounded theory, thematic analysis method, content analysis methods or discourse analysis (Cohen et al., 2007). It is known that data analysis involves organizing what researchers have seen, heard, and read so that they can make sense of what they have learned (Glesne and Peshkin, 1992). It is worth noting that each method of data analysis has its strengths and weaknesses and the researcher should select the one that suits the nature of his/her research. After long and deep reading and researching in literature, the thematic analysis method was decided to be used in this study. This decision was taken on the bases that the process of analysing the qualitative data was aimed to be much more mechanical with the analysis being left until the data has been collected.

The qualitative data were used to explore the challenges EFL teachers might encounter whenever they assess their students in their listening classes. The qualitative data were first transcribed and then analysed by thematic analysis method. This method allowed the researcher to see and make sense of collective or shared meanings and experiences (Braun 2012). The analysed data were divided into eight main themes: (1) the importance of using different listening assessment strategies; (2) lack of teachers' experience about assessing listening skills; (3) choosing listening texts is a challenge for teachers; (4) setting listening tasks is a challenge; (5) challenges regarding scoring the listening test; (6) giving feedback to students; (7) lack of teaching listening resources; (8) lack of training sessions.

The importance of using different listening assessment strategies

The findings obtained revealed that all of the participants ('A', 'B', 'C', 'D', 'E' and 'F') were aware the importance of using different listening assessment strategies during teaching listening classes. For example, teachers 'A' and 'D' argued that it is important to use different listening assessment strategies to increase students' understanding. Using one strategy will not help. Teacher 'B' added, *"it is good for students to know different listening assessment strategies in order to be ready to do any test in future"*. Teacher 'E' also said, *"I use different strategies of assessment to help my students to improve their listening skills. This kind of practice leads students to understand any task of listening easily"*. Moreover, teachers 'C' and 'F' reaffirmed that teachers of listening skills should have sufficient knowledge about how to teach this skill. They should also have a good background about how to assess students. These results indicate that all the teachers engaged in this study were aware of the value of using various assessment strategies in their listening classes.

Lack of teachers' experience about assessing listening skills

The qualitative findings gained revealed that teachers ('A' and 'B') stated that they do not have enough background knowledge about assessing listening skills. These teachers seemed to be suffering from a lack of explicit teaching listening strategies as well. The problem is that if the teachers do not teach their students listening strategies, then one could assume that the teachers could not assess the students' use of these strategies. For example, Teacher 'A' stated that:

> *I do not have a good experience about using different strategies of teaching and assessing listening. The difficulty is depended on the purpose of the text or the program one is listening to. That sometimes one needs strategies to listen for details and sometimes one needs to listen to get an understanding of the whole, for instance the whole situation or the whole information package.*

The above extract confirms that teacher 'A' does not have enough experience of assessing listening skills. This implies that this teacher encounters significant difficulties

whenever she teaches and evaluates her students in listening classes. Similarly, teacher 'B' said:

> *Listening skill was not given its deserved significance during both my secondary and high school education years. Therefore, students do not have the opportunity to practise listening skill through audio-visual listening materials such as CDs, videos, original films and broadcasts. This situation effects negatively on my teaching and assessing listening skills when I become a teacher.*

The above extract reflects the teacher's limited experience in assessing listening skills. More importantly, this teacher faces problems in listening comprehension activities as she was not offered any opportunities to practise listening skills before graduation from university. This implies that teachers are partially responsible for students' limited background in evaluating listening skills as poor facilities in the educational institutions could lead to this result.

Choosing the listening texts is a challenge for teachers

Analysing the data revealed a consensus among the interviewees that choosing listening texts is a challenge for them. It also showed that these participants expressed different views related to this particular issue. For example, teacher 'A' stated that:

> *choosing listening texts is big challenges for teachers. This is because when teachers choose any text, they should consider many aspects. These aspects could be such as, select the time and date of the assessment, or plan the seating arrangements in advance. Teachers should consider deciding exactly as to how much time is to be reserved for instructions or any possible interaction regarding clarifications, etc. and for the actual test.*

The above extract reveals that this teacher understands that each text type needs specific arrangements and strategies to be successfully presented to students. It also implies that selecting appropriate listening material can be a challenge for any teacher. In this respect, teacher 'B' said, "*before choosing listening text, teachers should adhere strictly to the*

time specified for each of the three phases of the Test (Pre-listening, While Listening and Post-Listening)". She also went on saying, *"it is challenge because I find difficult to know the general instruction to be given to students while conducting the test related"*. Being on the same track, teacher 'C' argued, *"It is not easy to decide as a teacher of what type of listening text to choose or to use in your class because text type may be first specified as multi-participant then to further specified conversation"*. This can be interpreted that this teacher possesses sufficient background knowledge about the types of assessment but her difficulty lies in how to choose the text that fit students' level. Teacher 'D' admitted that he usually faces two challenges when choosing assessment texts. The first was related to the text forms which include different types such as description, argumentation, instruction and narration. The second challenge is the length of the text because it may be expressed in seconds or minutes.

The findings also showed that teacher 'E' usually faces difficulties in terms of choosing listening texts with different speed of speech because it may be expressed as words per minute or syllables per second which creates problems to students. She also said, *"it is a challenge for me to decide of choosing listening texts with different and difficult dialect and accent because dialect may include standard or non-standard varieties and accent may be regional or non-regional"*. This indicates that this teacher was worried about her students' understanding particularly while listening. Students may have problems in making sense of what they listen. In other words, while listening, students may have difficulty to check their understanding of the text based on what they already know about the topic. Teacher 'F' argued that choosing and designing an assessment text is not an easy task for teachers because sometimes students are not familiar with the style of the listening text, topics, level of grammar and vocabulary. If teachers choose listening assessment texts randomly, students may face difficulty in checking whether they can understand the meaning of the whole chunks of the listening text. This implies that the teacher was worried about how to choose the appropriate listening assessment strategy that help students use their background knowledge to understand the main idea of the text

which in turn helps them to guess what cannot be clearly heard. Therefore, it can be said that choosing listening texts is a big challenge for her.

Setting listening tasks is a challenge

The findings obtained revealed that the majority of the interviewees ('B', 'C', 'D', 'E' and 'F') admitted that they usually encounter challenges regarding setting appropriate listening tasks. For instance, teacher 'B' stated that *"one of the most important difficult is of how to operate the listening task when to assess students"*. She also added the processes of setting listening tasks may be global because they depend on an overall grasp of what has been listened to. These include the ability to obtain the gist, follow an argument and recognize the attitude of the speaker. Moreover, teacher 'C' stated, *"I face challenge when I test lower level listening skills, because operations may also include discriminating between sounds, and interpreting intonation patterns"*. This means that this teacher has not got sufficient background knowledge about how to deal with different proficiency levels. Therefore, setting any task should be followed by general instruction while conducting the test. Teacher 'C' admitted that one of her challenges is selecting samples of speech (texts), she said,

> *Passages must be chosen with the specifications in mind and the material used can be authentic or non-authentic depending on the objectives of the course. Moreover, possible sources for authentic material are the radio, the internet and teaching materials. Possible sources of non-authentic material are teaching material, recordings of native speakers. All of these aspects need to be considered which are not easy to follow.*

The above exact shows that the teacher was worried about selecting samples of speech to use in her listening class. Therefore, recordings should be good quality because poor quality material may make additional difficulties and affects the validity of the test. In this regard, teacher 'E' argued that the length of the passage is also a challenge for teachers. She said, *"because length of the passage may vary depending on what is being tested. For example, a passage lasting 10 minutes or more might be needed to test the*

ability to follow academic lecture, while 20 seconds could be enough to give a set of directions". This indicates that this teacher has sufficient knowledge about how to select an appropriate length of the passage selected but it is still a challenge for her.

Furthermore, the research findings showed that teacher 'D' considered setting listening tasks is a challenge. He focuses on the environment and how it may affect his choices to the tasks for his students. He said, *"it is the most difficult challenge for teachers in our department, because the environment is not suitable and it affects the ability to listen effectively".* He also added, *"it is not easy to keep the classroom quiet where students can follow the recorder and do not miss any part of the test. Therefore, students should be tested in English lab or in sufficient room. Because it is really hard to centre concentration when there are outside powers can force the quality of the test".* Interestingly, teacher 'F' expressed a different challenge. She said *"I have a challenge related of choosing the possible strategies of testing when I choose or design the task. These strategies could be difficult to apply when we have 30 students in one classroom".* This means this teacher did not know which one of these strategies is more beneficial to her students, and how to deal with big number of the students.

Additionally, teacher 'E' has another challenge which is students' understanding to the text and how they differentiate between the purposes of texts. In this respect, he said,

> *I have challenge regarding choosing the tasks and presenting the texts. The understanding of text is essential for students. Students should be able to consider the grammatical textual and they should have linguistic acknowledgement to answer the questions. For that choosing the suitable task is challenge and teachers need to know their students carefully.*

The above extract shows that teacher 'E' knows what to do when setting listening tasks but the challenge is how to consider students' understanding of the purposes of tasks.

Challenges regarding of scoring the listening test

The findings gained evidenced that only three teachers ('A', 'C' and 'F') who did not seem to have sufficient knowledge about scoring the listening test. As with testing reading, there is no reason to deduct points for errors of grammar or spelling, provided that it is clear that the correct response was intended by the students. For example, Teacher 'A' said *"it is not easy to make scoring of the listening test because the format sometimes are the same as the calibration exercises, but no official grades were displayed after submitting their ratings"*. This means that this teacher may got confused when scoring listening test. Thus, in order to determine the reasoning behind the assignment scores, ratters were asked to provide written comments as they scored each sample. Teacher 'C' added that:

> *I have difficulties when scoring applies to the general population and scoring constructed responses items. This is because constructed responses from students may be confusing to read and may appear to be off-topic or unscorable. Many of these responses, however, can be scored and can possibly receive high scores if the scorer has been trained to identify and properly evaluate the multiple ways an examinee might approach an item.*

The extract above evidenced that teacher 'C' has significant problem with scoring. This is because the constructed responses may differ from other students. More to the point, these differences may be due to language background and differences in the style of the response. Therefore, the scoring leadership should examine constructed-response items and determine whether they require specific English-language terms or constructions in order to receive a high score. In this respect, teacher 'F' said *"I have difficult to investigate whether scores are sufficiently reliable to support their intended interpretations. As you know, reliability estimates accounting for a variety of sources of measurement error), information functions"*. This can be attributed to the teacher's limited theoretical knowledge about the presses of scoring.

Providing feedback

The qualitative findings revealed that all the interviewees ('A', 'B', 'C', 'D', 'E' and 'F') agreed that giving feedback to their students is another challenge whenever they assess them. For example, Teacher 'A' stated,

> *Teachers should give feedback after testing her students and use words that aren't necessarily negative, but it should be more descriptive. Students wouldn't feel the need to be sad or defensive. When teachers give negative feedback, it will affect on the performance of the students.*

The above extract confirms that teacher 'A' considers giving feedback to students is essential and should be very specific to their needs. This indicates that this teacher might be worried about students' feeling when teaching or assessing them in listening classes. Regarding this, teacher 'B' argued,

> *Teachers should give a quick feedback, and it should be administered to students in response to their work in a timely fashion, and not delivered so late that the students don't even remember the answers they've given or why.*

The teacher in the above extract admitted that she is always late in giving feedback to students. She went on saying that she has problems in dealing with time of providing students' feedback. This means that teachers need to be well organised and systematic in giving feedback.

Furthermore, the findings obtained show that teacher 'D' considered providing feedback is an important factor. He focuses on selecting the appropriate way of providing it to students. He said, "*it is a challenge because we have to think deeply how to find an appropriate feedback response that will not discourage a student's learning. This is where the good teachers, the ones students remember forever in a positive light, separate themselves from the others*". Therefore, the teacher has the distinct responsibility to stimulate students' interest in learning. It is worth noting that providing feedback in such a manner, make students become highly motivated. Teachers 'B', 'C', 'F' have different

challenges in this regard. For example, Teacher 'F' said, *"I prefer giving negative feedback, because it is intended to assist students in changing their behaviour in order to improve their productivity and effectiveness in class. Negative feedback should be explicit and offered soon after the behaviour has happened in order to be effective"*. This indicates that this teacher is confused about the effectiveness of giving feedback. Being on the same track, teacher 'C' argued,

> *Giving negative feedback is a powerful tool that a teacher can use to enhance students' productivity, while this type of feedback is often uncomfortable for students. Delivering negative feedback effectively benefits both the teacher and students and can strengthen the relationship and trust between both of them. Thus, teachers should think over before giving negative feedback. This is because students should understand that the criticism is meant to help them become better.*

Thus, when providing this type of feedback, teachers should explain exactly what they are criticizing and the implications that can be gained from it, and then create a plan to improve students' performance. Moreover, Teacher 'E' confirmed that there is no difference between positive and negative feedback in terms of the degree of effectiveness when teaching and assessing listening skills. She also added. *"The problem with giving positive and negative feedback is that it gives students a false sense of how they're doing. When teacher stay giving negative feedback all the time, this will lead to frustrated students, and weaken their level of trust"*. This indicates that giving negative or positive feedback can affect students' progress. Therefore, students might feel that they are working hard enough, and teachers are giving them compliments.

Lack of teaching listening resources

The research findings showed that all the interviewees experienced similar challenges regarding the availability of teaching listening resources. They also stressed a complete absence of any modern technological teaching and learning devices. Most of the teachers stated that they do not have computers or interactive whiteboards in their classrooms. For example, Teacher ('A', 'C', 'D' and 'F') all agreed that the lack of well-equipped

libraries. The absence of language laboratories in most of the Libyan colleges represents another week point that might negatively affect teaching and assessing listening skills. For example, Teacher 'C' said, *"poor technology cause reduced students' outputs"*. Therefore, language laboratories must be well equipped with modern and latest apparatus in order to keep students updated with any technological development.

Furthermore, Teacher 'B' said, ''in my collage there is a lack of authentic materials to be used *in teaching listening skills which are real texts either written or spoken. It is necessary for English language teachers to develop their own materials according to the needs of the learners"*. This means that this teacher understands the importance of using authentic materials, which help students to be more motivated, give the sense of achievement and encourage more listening concentration. Therefore, less availability of technological resources reduces the productivity of teachers. Teacher 'D' confirmed the importance of using audio tapes or CDs in teaching and assessing listening classes by saying, *"I prefer to use audio tapes to use music in my English listening classes for students to listen to. The songs can help students absorb the information better than simply reciting the language"*. Moreover, Teacher 'E' reaffirmed that there is an apparent shortage of aids that can be utilised in teaching and assessing listening skills. She also argued that,

> *Using audio tapes or CDs in English classes supports the oral production, improves English vocabulary and gives the chance to practice English. It is more motivating and it can improve students' performance by engaging them on different types of listening activities.*

This implies that teachers ('D' and 'E') are aware of the importance of using audio tapes and CDs in both teaching and assessing listening skills. More to the point, these facilities offer learners the opportunity to connect English language learning with real life and integrate their interest with learning listening comprehension. Therefore, less availability of technological resources reduces the productivity of teachers.

Lack of training sessions

Analysing the qualitative data revealed that all the interviewees ('A', 'B', 'C', 'D', 'E' and 'F') did not receive any training sessions about teaching and assessing listening skills. For example, Teacher 'A' said *"I never ever receive any training sessions to develop our English skills. However, I know the development of teachers is essential for the successful teaching of listening or any other language skills".* Moreover, Teacher 'E' added,*" I need more training courses on teaching listening comprehension, the lack of providing me with sufficient and newly adapted training courses may allow me to stick to old teaching and assessing listening skills".* This means that universities should adopt the policy of generating regular workshops and training sessions to improve their teachers' teaching skills.

 Furthermore, the research findings confirmed that the participants are aware of the value and importance of receiving regular training sessions that help students practise listening comprehension skills. This means that all the participants have a positive attitude towards running training sessions. Therefore, regular training sessions are desperately to guarantee having teachers with up-to-date strategies of teaching listening comprehension.

4.3. Summary of the Chapter

The findings presented in this chapter were obtained from analysing the quantitative and qualitative data. To provide reliable answers to the research questions, a massive amount of quantitative data was collected through employing a structured questionnaire, and hence SPSS software was used for data analysis. In contrast, the qualitative data which derived from the semi-structured interviews were collected and transcribed, then analysed by thematic analysis method. The process of data analysis revealed a number of interesting findings which are discussed in depth in the following chapter.

Chapter Five
Discussion

5.0. Introduction

This chapter discusses the findings gained from both quantitative and qualitative data. The focus is on relating the research findings to the research questions and the existing literature. This chapter is divided into two main sections, namely the listening assessment strategies used and the challenges faced when teachers assess their students' listening comprehension in class.

5.1. Teachers' Listening Assessment Strategies Use

This section discusses the quantitative findings regarding the assessment strategies that teachers use during listening classes. These strategies are categorized into three types; meta-cognitive strategies, cognitive strategies and socio/affective strategies. This framework is used to cover all the assessment strategies that teachers use in their listening classes.

5.1.1. Using Metacognitive Strategies

The finding obtained revealed that all the participants use meta-cognitive strategies in different percentages when they assess their students in listening classes. For example, the majority of the participants reported always set goals for listening tasks. This finding is in line with Yurdakul and Bayat (2017), who stated that teachers can plan as to which listening strategy should be used, and it can also monitor the efficiency of the selected strategy during listening and whether the listening served its purpose and whether the oral text has been comprehended. Being on the same track, Berne (2004) argued that planning for the pre-listening stage should facilitate the stimulation of students' motivation for listening and activation of their prior knowledge. Therefore, teachers should set plans and develop awareness of what needs to be done. This technique helps teachers as well as students to accomplish their listening activities and overcome any obstacle that they might encounter.

Another significant finding evidenced that 68.75% of the teachers rarely clarify the objectives of an anticipated listening task to the students when they assess them. This finding is against Lindsay and Knight's (2006) argument in which they claimed that teachers should make sure that students understand why they are doing a certain listening activity. This means that students might find difficult phrases which cause misunderstanding. Thus, teachers of listening skills should shed light on the objectives of an estimated listening task to their students in order to know how to assess them in class.

Regarding the pre-listening activities that teacher should use, the findings obtained revealed that 31.25% of the participants never activate their students' prior knowledge about assessing them. This particular conclusion does not agree with Brown's (2006) argument in which he reaffirmed that listening courses must utilise students' prior knowledge to improve their listening comprehension. By the same token, Gilakjani and Ahmadi (2011) ensured that prior knowledge has positive contribution in language learning. Therefore, teachers should activate their students' background knowledge before assessing any listening skill.

Moreover, the research findings showed that 46.88% of the participants never set up a listening task and ask students what type of information they would expect to hear when they are assessed in listening classes. This result does not go in line with Goh's (2008) research findings in which he listed a number of positive effects of metacognitive strategies that could be utilised to enhance students' self-confidence and lower their anxiety during the process of teaching and learning listening skills. Thus, when teachers choose the text, they should design tasks that help students to contextualise the listening skills. Preparing students for listening tasks is a very important step for motivating them to listen, arousing their interest and curiosity, in addition to activating their existing knowledge and expectations to achieve better comprehension.

Another interesting finding indicated that the majority of the participants never set any specific information to listen when assessing students' listening performance. This means that these teachers possess limited knowledge about listening assessment. This result disagrees with Buck (2001) research findings in which he explained that teachers should set specific information because this enhances students' self-confidence and clarifies any areas of doubt. Students then can listen to this information a second time, either in order to check or to answer more detailed questions. Teachers employ this technique to help students get a general understanding of the text. Moreover, this technique might help teachers to cope smoothly with the text difficulties and length. It might be the case that students only need to listen again to the part that they might find difficult. Thus, in this case, students need to listen to the text several times because students usually feel nervous whenever they see their teachers assessing them.

Furthermore, the findings gained showed that most of the participants with a percentage of 68.75% reported rarely set up different techniques that help students to understand the task when listening skills are assessed in class. This result disagrees with Skolverket's (2011) argument in which he claimed that students should be able to choose and apply at least one, or more strategies while listening. This implies that teachers without using different techniques cannot assess their students fairly. This is because not all students have the same proficiency level and their performance is not the same.

Regarding the post- listening activities, the findings obtained revealed a high percentage of 62.50%, the participants reported rarely use various techniques to evaluate their students' performance in listening classes. Interestingly, this finding disagrees with Field's (2002) argument in which he stated that post- listening activities should include checking answers to listening comprehension activities. Students should not feel tested because these exercises should be understood as formative assessment. Learners usually do these activities to learn how to listen, and they should understand that purpose, and more importantly create an environment where students feel safe.

Moreover, with a percentage of 62.50% the participants reported always ask their students to identify any part of the text that was difficult to be understood. This implies that these teachers know what to do to help their students understand the listening text to be assessed. This finding is in agreement with Routman (2005) who explained that students learn more when they are able to talk to one another and be actively involved. This leads students to be become good listeners, speakers and thinkers in the classroom through active engagement in interaction with each other.

5.1.2. Using Cognitive Strategies

In regard to the use of cognitive strategies, the quantitative findings gained revealed that most of teachers neglected using those strategies when students' listening performance is assessed in class. It was found that 53.13% of teachers never pay attention to what students say as a reflection. They just focus on how they say it. This conclusion falls in disagreement with O'Malley and Chamot's (1990) argument in which they explained that cognitive strategies "reflect mental manipulation of tasks". They also added that by using cognitive strategies, teachers help learners understand and produce new language by many different ways. Therefore, teachers should offer students more opportunities to participate in class activities without thinking of any mistakes they might commit to improve their performance.

The research findings also showed that the majority of the participants never activate their students' schemata through asking general questions about a topic that is utilised in assessing listening skills. This means that these teachers do not employ cognitive strategies appropriately when they assess their students in listening classes. This result is not in line with Chamot's (1995), findings in which he argued that cognitive strategies include the activating schema, classifying, inferring, and note- taking. It includes voice inferencing where teacher focuses on what students say as a reflection not on how they say it. The cognitive strategies are related to comprehending and storing input in working memory or long-term memory for later retrieval, which are investigated from the aspects of bottom-up strategies and top-down strategies (Gilakjani and Ahmadi, 2011). Thus, the

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listener takes on the role of a tape recorder, storing the received sounds in the order in which they were heard in their memories, just like what a tape recorder does.

Additionally, the quantitative findings gained showed that with a percentage of 46.88%, the participants reported sometimes introduce the next section of the text before to help students understand what is coming later when assessing their performance. According to Chamot (1995, p. 14) cognitive strategies include the activation of schema, classification, inferring, and note- taking. This implies that schemata permit students to have many details inside and inferred when interpreting language. Understanding the text depends on the background that learners already have. Therefore, teachers should check their students understanding before assessing them in listening classes.

5.1.3. Using Socio-affective Strategies

The findings obtained showed that the majority of the participants never encourage their students to discuss what they do not understand and collaborate with each other when teachers assess them. However, this conclusion does not concur with MacIntyre and Noels' (1996) findings in which they argue that affective strategies used to control learning experiences. They are very important because the learning context and learners' social-psychological factors (i.e., how learners feel about the learning experience) are directly related. Concerning this, Vandergrift (2003) said socio-affective strategies are the techniques listeners use to collaborate with others, to verify understanding or to lower anxiety. Therefore, students need to interact with each other, to learn more when they are able to share aspects of their personal life. When learners are able to communicate with one another and participate actively, they learn more and encourage expressing their performance.

Furthermore, the analysed data revealed that with a high percentage of (40.63%) the participants reported never stimulate learning through establishing a level of empathy with their students when they assess them. This finding is not in line with Habte-Gabr's (2006) findings in which stated that socio-affective strategies are those which are non-

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academic in nature and involve stimulating learning through establishing a level of empathy between the teacher and students. Kasten (1997) argued that teachers who keep students quiet did not know how critical social interaction and collaboration are in learning. The issue is not that students are unwilling to speak; many teachers claim that they spend the better part of their days trying to get their students to stop talking (whether in person or texting). The problem is getting the students to talk about the subject.

The research findings also showed that with a percentage of 37.50% the participants reported often help their students to know how to reduce anxiety and feel confident in participating in listening tasks when they assess them. This finding supports Vandergrift's (1997) results in which she stated that it was essential for listeners to know how to reduce anxiety, feel confident in doing listening tasks. Therefore, the teacher should help students to feel comfortable and should prepare them for the real world. Also, Students need to know how to work together, help them to develop social skills, and encourage them to improve their communication skills.

Finally, the quantitative findings revealed that with a percentage of 40.63% the participants reported always help their students to promote personal motivation for improving their listening competence when they assess them. This finding is in agreement with Chamot and O'Malley's (1987) argument in which they stated that socio-affective, which encompasses the attempts to create and promote positive emotional reactions and attitudes towards language learning. Thus, good teachers are highly motivated to improve the content of their curricula and the quality of their interactions to improve their listening performance. If students are highly motivated to engage in classroom activities, they will accomplish a successful academic performance. Students might possess a positive and optimistic outlook about their academic future.

5.2. Challenges Teachers Face when Using Listening Assessment Strategies in Class
This section discusses the findings gained from both teachers' questionnaire and their interviews. It discusses the participants' responses towards the challenges they face when

using listening assessment strategies in class. The main teachers' challenges and the reasons that stand behind them are discussed under these titles: (1) lack of EFL teachers' background about using listening assessment strategies in their classes; (2) using different listening assessment strategies; (3) choosing appropriate listening texts; (4) setting of the listening tasks is challenge; (5) challenges regarding of scoring the listening test; (6) lack of teachers' experience about assessing listening skills; (7) lack of teaching listening resources; (8) lack of training sessions. All of these issues are respectively discussed below.

The quantitative findings gained revealed that most of the participants have limited background knowledge about assessing listening skills. For example, the research findings showed that most of the participants ignored one of the most important listening assessment strategies that mentioned in "Q1" which was about defining the purpose of the assessment when teachers assess their students. This finding is not in line with Ivarsson and Palm's (2013) conclusions in which they explained that if teachers use different definitions, they will both teach and assess their students differently and lead to differences in students' opportunities for fair assessment. It is also against Skolverket's (2011) results, which showed that students should be given tools to be able to choose and apply strategies to understand details and context spoken language. This may help students to become more aware of how to improve their ability to listen and understand. This means that none can blame students if the problem is mostly related to teachers' limited background knowledge in terms of assessing listening language skills. Thus, teachers of listening skills should increase their background knowledge in order to be able to appropriately assess students listening in their classes.

Another interesting finding is that the majority of the teachers pointed out that they do not use different assessment tasks during listening classes. This shows that few teachers who are aware of the techniques of assessing listening and the contradiction shows that teachers' perception towards listening assessment is less that it should be. This finding mismatches Börjesson's (2012) findings which show that using different tasks both in

teaching and assessment could lead to differences in students' opportunities in assessment. This implies these teachers possess limited background of knowledge about teaching and assessing students' listening skills. In this respect, Hamouda (2013) stated that teachers of listening should know some strategies to improve their teaching and assessing listening comprehension.

Furthermore, the findings of the third question showed that 59.38% of the teachers said that they use different types of assessment (formative and summative) when they assess their students in listening classes. This result corresponded with Brown and Abeywickrama's (2004) findings in which he stated that formative and summative assessment should be conducted by teachers to understand educational assessment, because both of them have different roles in the field of curriculum evaluation. This finding confirms that teachers need to use both of these types of assessment to know how much a student has learned. This leads to say using quizzes and tests regularly can inspire students to participate and improve their performances. Moreover, at the end of the course teachers can use final examination to see if students achieved their educational goals or not.

Another interesting finding is gained as a response to the third question which showed that not all the teachers consider reliability and validity when they assess their students' listening skills. This indicates that there are some teachers do not know the importance of the role of the reliability and validity in listening assessment. This result is not in line with Tavakol and Dennick's (2011) findings in which they reaffirmed that reliability and validity are important concepts in modern research. Validity and reliability they are commonly used to enhance accuracy in assessing and evaluating a research work.

The research findings revealed a complete consensus among the participants on the importance of using various listening assessment strategies during the process of teaching listening skills. However, they do not apply them in their classes. This finding agreed with Acat et al., (2016, p. 212) argument in which they stated that "Different techniques

should be applied during measurement and assessment processes and the teachers who doesn't have sufficient knowledge should be improved about the process". Therefore, those who teach listening skills who have a wide background knowledge about listening assessment.

Another interesting obtained illustrated that all of the participants agreed that choosing listening texts is a big challenge for them. They stated that when choosing listening texts, many aspects must be considered such as the time and date of the assessment, in addition to plan the seating arrangements in advance. This finding supports Pratama's (2017) argument in which he claimed that tests should be practical, consistent and useful. Thus, teachers have a wide background knowledge about listening assessment to be able to select more beneficial listening texts.

Furthermore, the results revealed that all teachers encounter difficulties in managing classroom seating. This finding is in agreement with Evertson and Weinstein (2006), who stated that managing the classroom is a serious challenge for teachers and a major cause of teacher burnout and job dissatisfaction in all countries. Moreover, Wannarka and Ruhl (2008) claimed that seating arrangements can increase on-task behaviour and decrease off-task behaviour. This means that classroom management is one of the important factor that influence teachers' choices in designing tests. Also, one of the consideration that teachers should be aware in designing a text is managing classroom seating. Therefore, teachers should choose suitable location to enhance students' cognitive and social development while encouraging teacher-student collaboration and reducing distractions.

The qualitative findings showed deciding on a text to be used in assessment is not an easy task for teachers. The interviewees attributed that to text forms which include description, exposition, argumentation, instruction and narration. This indicates that teachers face difficulties choosing suitable texts. In this respect, Maslova (2017, p. 109) argued that "Text types should be instead viewed as broad communicative functions, realized on the linguistic surface structure as modes of discourse, which acquire specific functions within

a certain genre, and tend to interact, depending upon the choice of discourse strategies". Therefore, students should be taught what is meant by text forms and how they can differentiate between them.

Additionally, the qualitative findings revealed that speech speed, dialect and accent is a big challenge for students to understand listening texts. This finding is in agreement with Hamouda (2013), who has reported that factors causing students listening comprehension difficulties are categorized into different sources including problems related to the listening text, listening problems related to task and activities, listening problems related to the listener and teacher's methodology. This means that accents, speed of speech, vocabulary, bad quality of the recordings are significant problems that students usually face during listening classes. Therefore, teacher should plan how to overcome these difficulties and help their students improve their listening skills.

According the findings obtained, designing assessment texts is another significant challenge for teachers. The participants argued that their students sometimes are not familiar with the style of the listening text, topics, range of grammar and vocabulary which may cause problem for the teachers. They also added that choosing appropriate listening assessment texts must be teachers' priority. This conclusion is in line with Asmawati (2017), who stated that the teacher should adapt and improve listening material, activate students' vocabulary, give the students variety of accents while practising listening in language laboratory, improve their pronunciation by listening to native speakers, build students' background knowledge about the topic, identify varieties of listening strategies, and always motivate students. Therefore, teachers of listening skills should know how to select appropriate listening assessment strategies that help students to use their experience to understand the main idea of the listening text, and utilise the context to guess those parts of the listening text that cannot be clearly heard.

The qualitative findings revealed different challenges related to setting the listening tasks. During the interviews, the participants stated that setting listening tasks are the most

difficult challenge when assessing students' performance. In this regard, Dilidüzgün (2008) confirmed that the listener should concretize the type of the text and be able to acknowledge the linguistic, grammatical and textual elements in accordance with the text type. For this reason, the researcher stated that every piece of information in the content of the text was assessed and examined in respect of its relevancy to the purpose given, and this process rendered the retaining of the text content permanent in the participants' memory. Therefore, teachers should help their students to recognize the difference between the types of the text before listening and assessing them.

Moreover, the research findings depicted that it is not easy for teachers to test students with low level of listening skills. The material can be authentic or non-authentic depending on students' level and the objectives of the course. This result is in line with Kadagidze (2006, p. 151), who stated "The choice of authentic and non-authentic texts is a rather complicated and problematic issue". It can be said therefore that the participants insufficient background knowledge about how to deal with students of different levels. Thus, while conducting the test, any task, should be followed by basic instructions. Different materials can be utilised to facilitate the teaching and learning process which in turn enhance learners' motivation and enthusiasm in foreign language classroom.

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According to the findings obtained, selecting samples of speech in addition to the length of the passage are challenges for teachers to assess their students' listening skills. This issue was highlighted by many researchers. For example, Graham (2006) stated that the main listening problems reported by foreign language learners were related to the speedy delivery of text leading to failure in identifying and recognizing words in a stream of input. Moreover, Kadagidze (2006, p. 149) confirmed that "audio and video materials are not always of a very good technical quality" which might make students be rather confused and distract from being productive and successful learners. Therefore, audio and audio visual materials should be of high quality, because low-quality ones may cause extra issues and compromise the test's validity. The quality of listening texts in addition

to other factors such as focusing on single words, speech rate, pronunciation and intonation all must be highly considered by teachers.

Furthermore, one of the interesting issues which was raised by the participants when they set their listening tasks is the environment of the classroom and how it affects the ability to listen effectively. The finding obtained showed that it is not easy to keep the classroom quiet where students can follow the recorder and do not miss any part of the test. This finding disagrees with Murugan and Rajoo (2013) who explained that creating an ideal learning environment ought to be a priority of every concerned educationalist because being comfortable should be a combination of several factors which include temperature, lighting, and noise control, and so on. Therefore, students should be tested in clean, quiet and comfortable environments. Good teaching and learning environment stimulate students to attain better achievements.

The qualitative findings confirmed that teachers encounter significant difficulties in dealing with large groups of students. A big number of students in one class might negatively influence teaching and assessing students' listening performance. Large class size might generate lots of stress and increase work overload. This means that students will not hear the instructions clearly since large classes make listening instructions almost inapplicable. This finding does not fall in line with Pratama (2017) who argued that educational institutions struggle to provide enough time for each student to be properly tested. Therefore, teachers should not give instructions until they have the attention **o**f all their students, give their instructions using a clear voice, check understanding and maintain an atmosphere of respect regardless of the tasks they are going to complete during their lesson.

The research findings revealed that one of the interesting issues that teachers might face during setting tasks is students' inability to understand the purpose of the text. This can be attributed to the limited background knowledge and their students' proficiency level. In this regard, Lindsay and Knight (2006) stated that teachers should make sure that

students understand why they are doing a certain listening activity. Thus, teachers should work on increasing students' awareness of understanding their listening processes and reinforcing effective listening behaviours whenever they face these problems. Moreover, teachers should include various types of comprehension questions that help in discussing the content of the text as well as inviting students to evaluate their understanding.

Analysing the qualitative data showed that all the interviewees admitted facing challenges when scoring listening tests. For example, Teacher 'A' said, "*it is not easy to make scoring of the listening test because the formats sometimes are the same as the calibration exercises, but no official grades were displayed after submitting their ratings*". This indicates that these teachers do not have enough experience to score listening tests. In this respect, Watson and Barker (1995, p. 5) argued, "listening effectiveness was determined by an overall score, standardized for adult audiences and divided into five subscales: (1) evaluating message content; (2) understanding meaning in conversations; (3) understanding and remembering information; (4) evaluating emotional meanings in messages; (5) following directions and instructions". Therefore, teachers should follow the meta-cognitive strategies where they should set assessment goals to identify the logic behind the assignment of points.

Furthermore, the research findings revealed that not all the difficulties come from grades, constructed responses items from students may be confusing to read and may appear to be off-topic. This result in line with Downing (2003) who claimed that constructed responses tests are difficult to score accurately and reliably. And he added that the purpose of the constructed-response test, the desired interpretation of scores, and hypotheses about the construct measured – validity – should drive the choice of which written format to use in testing cognitive knowledge. Therefore, the scoring leadership should examine constructed-response items to see if they require specific English-language terms or structures.

The findings gained revealed that scoring also have other important fundamental features in the evaluation which is reliability, and teachers have limited theoretical knowledge about scoring. This means that teachers need to know the role of reliability when they evaluate different test items. This finding falls in disagreement with Forza (2002, p. 194), who stated that "without assessing reliability and validity of the research, it will be difficult to describe for the effects of measurement errors on theoretical relationships that are being measured". By the same token, Devellis (2006) reported that reliability examines whether or not the items within a scale or measure are homogeneous. Therefore, the teachers of listening skills should have sufficient background knowledge about how to assess their students.

Another interesting finding obtained is that teachers' limited experience affects their assessing to students' listening skills. All the interviewees confirmed that experience is important for teachers; however, most of them seemed to have limited background knowledge about using listening assessment strategies. This indicates that teachers have obstacles in using appropriate strategies and they need to pay more attention to the components, situations, and factors that contribute to successful listening. In this regard, Aryana and Apsari (2018) argued that internal factors can be a problem that comes from individual inside, such as: teacher's skill which might affect students' listening assessment. In his argument, Özçelik (2011) stated that it will be difficult to decide the benefit of educational activities without performing any measurement and assessment operations at the end of the teaching process. This finding is also against Acat et al., (2016) who reaffirmed that different techniques should be applied during measurement and assessment processes and teachers who do not have sufficient background knowledge should improve their schemata the process of listening assessment. Thus, during listening assessment, teachers should provide their foreign language students with the most effective processes and successful classroom practice.

According to the findings obtained, the apparent scarce of resources that can help teachers in teaching and assessing listening skills is a significant challenge. More to the

point, the lack of technology is another important challenge that many teachers always highlight. This conclusion falls in disagreement with Garrett's (1991) findings in which he stated that the computer and interactive technologies allow teachers to teach more effectively. Interactive technologies help teachers to: satisfy their learners' needs, use varieties of visual options. However, the research participants confirmed that they do not have computers or interactive whiteboards in their classrooms. This is not also in line with Smidt and Hegelheime (2010), who claimed that technological materials could directly affect listening instruction in the classroom. Therefore, language laboratories must be well equipped with modern and latest apparatus in order to keep students updated with any progress in technology use.

The research findings confirmed a complete absence of any facility that can be utilised in listening classes at the educational institution under investigation. However, the research participants reaffirmed that it is a crucial for listening classes to include appropriate listening facilities such as audio tapes, audio CDs and projectors. Motivate learners, arouse their interest as well as the listening practices they might have in class definitely assist their listening outside the classroom. This indicates that the participants are aware of the value of employing audio cassettes and CDs in listening class. This finding is in line with Wilson (2008, p. 45), who stated that "teacher talk, student talk, guest speakers, textbook recordings, TV, video, DVD, radio, songs and the internet. This is because they assist students in connecting English language acquisition to real-life situations and integrating their passion for learning with listening comprehension". According to the findings obtained, teachers' productivity suffers due to a lack of technical tools in the educational institutions. Therefore, various modern facilities should available upon request in all educational institutions.

The qualitative findings revealed a notable agreement among the participants that providing feedback is a challenge for them after the listening test, however, they understand that it is a crucial for listening classes to give students good feedback. This

result is in line with Shavelson (2003) who highlighted the importance of providing students with feedback to help them improve their learning.

Moreover, the research findings reported that the participants face difficulties in dealing with the time of giving students' feedback. This finding agrees with Gibbs and Simpson (2004, p. 45) who explained that "to consciously or unconsciously, teachers always give their students immediate feedback in class." It can be given immediately in the class after the completion of a task, either verbally or by using non- verbal gestures (Binu, 2020). Thus, giving immediate feedback helps students to identify their weaknesses, and knows how to improve their language proficiency level.

Furthermore, in the light of the findings obtained, another significant issue was raised by participants. This issue is related to providing students with positive feedback, as one of the participants explained how the teachers need to think deeply before deciding on appropriate feedback to be given to students. This conclusion goes in harmony with Krashen (1982) who stated that providing students with positive feedback means ensuring an experience of success, which in turn, helps in removing the mental block. Therefore, teachers should provide positive feedback for students whenever they are assessed. This motivates students to continue learning and shows them their errors so that they can commence self-correction as well as teacher correction.

In contrast, the findings obtained also showed that some participants prefer to use negative feedback when they assess their students in listening classes. They ensured that it is intended to assist students in changing their behaviour in order to improve their productivity and effectiveness in class, and this is a big challenge. This conclusion is in line with Brunot et al., (2000) who admitted that there is much evidence to suggest that negative feedback or disconfirmation can be more potent than positive feedback or confirmation at the self-level. Thus, when providing this type of feedback, explain exactly what is that you're criticizing and the implications that come from it, and then create a plan to help students' development.

Analysing the qualitative data revealed that all of the teachers did not receive any training sessions about teaching and assessing listening skills in their University. This conclusion disagrees with Alrawashdeh and Al-zayed's (2017) findings in which they stated that training teachers can be beneficial and successful as any other English language skill regardless the problems that might be encountered during the process of teaching listening skill. If teachers keep in touch with the latest ideas and courses related to their teaching profession, their teaching style will be effective and more beneficial. In the context researched, regular teacher training sessions are desperately required. When the teachers' expertise is regularly updated, they become more confident in their job.

5.3. Summary of the Chapter

This chapter discussed the listening assessment strategies that teachers use and the challenges they might encounter when assessing students listening performance in class. A summary of the chapter is also provided in this chapter. The most interesting conclusions and recommendations are provided next chapter.

Chapter Six
Conclusion

6.0. Introduction

This chapter provides an overall summary of the research in hand. It displays a number of interesting conclusions in the light of the findings obtained. Some implications, recommendations and limitations of the study are also provided. Moreover, suggestions for further researches and the summary of this chapter are also provided.

6.1. Conclusion of the Whole Study

The study was conducted to find out the listening assessment strategies that EFL teachers use with the undergraduate level at Zawia university. It also aimed to highlight the challenges these teachers encountered when they are assessing their students during listening classes. The quantitative findings revealed that teachers use meta-cognitive, cognitive and socio-affective strategies when they assess students' listening performance in different frequencies. This could be a consequence of the teachers' lack explicitly listening assessment strategies. Preparation for listening, setting a purpose for listening, selecting a strategy in line with the purpose of listening motivate students and prepare them to the task can help teachers in evaluating their students regarding to the students' ability to improve their listening skills. This means when the students find the topic of the listening text interesting, comprehending would be easier and results would be better. For all that using meta-cognitive strategies are essential strategies for solving test tasks and should be practiced in class.

Furthermore, the qualitative findings gained from interviews showed that the teachers knew the role of the most challenges that affect listening skills assessment, but they have difficulties in using most of them with their students. For example, the findings revealed that choosing the right text is not easy for teachers to be used in assessment. They were suffering from managing classroom seating, students' understanding of the different accents and the speed of the speech when they were looking for suitable text to assess their students. Moreover,, the results also showed that the teachers stated that the students

have difficulties when they are not familiar with the style of the listening text, topics, range of grammar and vocabulary which cause problem for them. The findings of the interviews also revealed different challenges regarding to the setting of the listening tasks. The teachers reported that operations in the setting of the listening tasks are the most difficult challenge during listening assessment. Teachers thought that it is not easy to test students with low level of listening skills especially in a diagnostic test. These students have problems in understanding different speed of speech, different dialect and accent and they are not familiar with the style of the listening text, topics, range of grammar and vocabulary which may cause problem to the teacher. The material also has important role, and it should be authentic or non-authentic depending on students' level and the objectives of the course.

In addition, the result revealed that there are other difficulties that teachers face when they assess their students in listening classes. These difficulties included (selecting samples of speech, the length of the passage, low-quality material, scoring listening tests, lack of their experience). The findings also revealed that all of the teachers are suffering from the same challenges regarding to facilities which they use in teaching and assessing listening skills such as; lack of the availability of teaching listening resources and materials, language laboratories and modern technological teaching and learning devices. The absence of suitable laboratories that have computers and interactive whiteboards might negatively affect teaching and assessing listening skills. Lack of technology and teaching recourses are also mentioned by teachers as big challenges they face. The teachers stated that there are no different useful audio cassettes in their university. They understand that it is a crucial for listening classes to choose appropriate listening sources, and using audio tapes or CDs in listening classes. Motivate learners, arouse their interest as well as the listening practice they had in class assisted their listening outside the classroom. Therefore, these materials are considered as an important role, and it should be authentic or non-authentic depending on students' level and the objectives of the course.

Finally, the findings evidenced that, EFL teachers who teach listening skills cannot apply listening assessment strategies when they assess their students because they did not receive any training sessions related to teaching and assessing listening skills in their university. Training sessions can give teachers the opportunities to avoid their limited experience in choosing the appropriate strategies in appropriate tasks and to help them to assess their students easily. Therefore, teacher should plan how to overcome these difficulties and help their students improve their listening skills. Also, universities should adopt the policy of generating regular workshops and training sessions to improve their teachers' teaching skills.

6.2. Research Implications and Recommendations

This study aimed to explore the listening assessment strategies that EFL teachers use with the undergraduate level at Zawia university. It also aimed to investigate the challenges encountered when the teachers assess their students in listening classes. The current study identified a number of interesting and beneficial contributions which are presented as follows:

6.2.1. For Teachers

- The research findings indicated that EFL teachers need to employ more different listening assessment strategies with their students. The classroom implication for this is that providing various techniques, strategies and activities is a must and should be implemented in every listening classroom.
- Another implication of this study is that teachers have the responsibilities in choosing physical setting of listening including listening laboratory, CDs, CD-players to be used in classrooms. This is an important factor that improves the quality of assessing listening skills.
- Choosing spoken language excerpts that the students are likely to find interesting can help to promote comprehension.

- The strategies used by teachers could have positive impact on students' performance as they allow them to engage in spontaneous interactions where they can create and explore without fear of making a mistake.

- Before commencing any listening course, teachers should focus on the purpose of the course, select appropriate strategies to achieve that purpose, and prepare in advance what are needed to conduct the decided listening activities in class.

- Using cognitive strategies during listening assessment. For examples, activating students' schemata is an important strategy for professional development.

- Teachers should focus on motivating their student to collaborate with each other.

- Providing instructions clarifying why listening activities are important to be conducted.

- Teachers should offer students more opportunities to participate in class activities without fear of making mistakes.

- Teachers must update their listening resources to help students learn and develop their learning experiences.

- Using authentic teaching materials and providing relevant tasks in class are very important strategies in teaching and assessing listening skills.

6.2.2. For Institutions

- Providing regular training sessions for EFL teachers on teaching and assessing listening skills is essential.

- The university should provide English departments all the facilities that are concerned with internet accessibility.

- It is vital for the university to invest more in suitable classrooms as well as in multimedia laboratories so that all students could have more opportunities to learn and practise listening skills in the target language.

- University should be equipped by library enriched with up-to-date resources, pamphlets and videos in English to help students being able to learn outside the classroom.

6.3. Limitations of the Study

The current study is limited in terms of time and population. It was carried out at the departments of English, university of Zawia. This study included Faculty of Arts, Faculty of Education in Zawia, Faculty of Education in Abu-Issa and Faculty of Languages in Zawia. However, this study should be seen in the scope of the entire Libyan context. Moreover, due to Covid-19 virus, the researcher could not interview a large number of participants.

6.4. Suggestions for Further Researches

Further studies could be done to investigate the problems that university students might face during listening assessment. For example:

- Conducting further research related to other issues that might affect the process of teaching and evaluating listening skills.
- Conducting further research exploring the strategies that university teachers use to generate effective assessment in listening classes.

6.5. Summary of the Chapter

In this chapter, a number of interesting and beneficial conclusions were presented. In other words, detailed answers to the research questions were provided. Pedagogical implications and recommendations were also included in this chapter. Finally, limitations and suggestions for further research based on the conclusions and purposes of the research in hand were presented.

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Appendix A

Teachers' Questionnaire

Dear Teachers,

The purpose of the questionnaire is to investigate the listening assessment strategies employed by Libyan EFL University Teachers with the undergraduate level. The following questionnaire represents one part of MA research work in the Faculty of Arts at Zawia University. The questionnaire will take about 10 minutes. Your participation for answering this questionnaire would help with the success of the study. Your participation in this study is highly appreciated.

Please complete the following:

Gender: Male [＿＿]   Female [＿＿]

 University   [＿＿]   College [＿＿]

Years of Teaching Experience [＿＿]

 Educational Level you teach : [＿＿]

 First year [＿＿]   Second year [＿＿]   Third year [＿＿]

Email Address:..…………………………………..

Part1. Teacher's Background :

You are kindly requested to answer the following questions :

1- Do you start with identifying the purpose of the assessment when you assess your students   in your listening class?

   yes (   )   no   (   )

2- Do you use different listening assessment tasks in your listening classes?

   yes (   )   no   (   )

3- Do you use different types of assessment when you assess your students in your listening class?

   yes (   )   no   (   )

4- Do you use reliability and validity in listening assessment?

yes (   )   no (   )

Part 2 . Teachers 'listening assessment strategies uses :

Select your answer according to your experience of using strategies of listening assessment:

Please tick each statement in the box that represents your frequency of practicing these strategies in listening assessment.

Key: A =Always   O =Often   S=Sometimes   R=Rarely   N=Never

No	Statements	A	O	S	R	N
	When I assess my students' listening skills ,…….					
5	I set goals for my listening tasks					
6	I clarify the objectives of an anticipated listening task to the students.					
7	I think of what I already know about the lesson to activate my prior knowledge					
8	I set up a listening task, ask students what type of information they would expect to hear.					
9	Before listeners listen a second time, I set specific types of information to listen for .					
10	I set up a task that requires the students to understand one part of the task at a time.					
11	I use a variety of techniques to get students to evaluate their individual performance. e.g. "Raise your hand if you think that you understand 100%, 75%, 50%"					
12	I ask students to identify any part of the text that was difficult to comprehend after completing a listening task.					
13	I focus my attention on what students say as a reflection not on how they say it .					
14	I focus on how students understand kinaesthetic inferencing ,and discuss with them how certain features of speakers' actions in video task help them to guess the meaning of the message.					
15	I point out that the pre-introduction will help the students to understand following sections of the text.					
16	I start the lesson by activating the students' schemata in certain topics via asking general questions about a topic .					
17	I encourage students to discuss what they do not understand with their classmates.					
18	I give them space to collaborate with others.					

19	I stimulate learning through establishing a level of empathy between me and my students.					
20	I help my students to know how to reduce the anxiety, feel confident in participating listening tasks.					
21	I help my students to promote personal motivation for improving their listening competence.					

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Thanks for your cooperation

Appendix B
Teachers' Interview Questions

Q1. Do you think using different listening assessment strategies is important?

Q2. To what extent does your experience of teaching helping you in assessing listening skills?

Q3. Do you find choosing the listening texts is one of the challenges that you face when you assess students in listening classes?

Q4. What are the common challenges that teachers face when they set the listening assessment tasks?

Q5. As a teacher do you have any problems in scoring listening test?

Q6. Do you believe that giving feedback is one of the challenges that teachers face when they assess their students?

Q7. To what extent lack of listening resources can affect on assessing listening skills?

Q8. Do you have any training sessions related to the assessment during your teaching listening in your university?

Q9. Do you like to add any more comments or suggestions related to the investigated issues?

Thank you for your time

Appendix C: Letter Permission to Collect the Research Data