عنوان مقاله:

IRANIAN EFL LEARNERS' LISTENING COMPREHENSION PROBLEMS

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خلاصه مقاله:

This study was aimed at exploring Iranian EFL learners' listening comprehension problems while they attend to oral, authentic transactional texts. In so doing, 61 Iranian EFL learners at Yazd University were assigned into three levels (elementary, intermediate and advanced) based on their scores on a standardized TOEFL listening comprehension test. The participants, then, were required to complete a questionnaire on listening comprehension problems. The data were analyzed using descriptive statistics. One-way ANOVA was also run to check for the effects of proficiency. The findings rendered a difficulty hierarchy which proceeds from the biggest difficulty to the least one. Furthermore, post-hoc comparisons indicated no significant difference between three proficiency groups with regard to each problem. The findings are discussed and suggestions made

کلمات کلیدی:

Listening Problems, EFL learners, Proficiency, Questionnaire

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