

English-majored Students' Problems in Listening Comprehension: The Case of a University in Vietnam

Lam Ky Nhan¹

¹Master, Nam Can Tho University, Vietnam

Abstract—The article looks into the difficulties that English-majored students face when it comes to listening comprehension in a Vietnamese university. Listening comprehension, a fundamental skill in language learning, is often challenging for students despite its importance. This study uses a qualitative research approach to investigate the specific challenges that English-majored students have in their listening comprehension abilities. Data is collected using a painstakingly crafted questionnaire instrument, which is targeted to elicit specific comments from participants about their listening comprehension experiences and issues. The findings highlight a variety of barriers to students' listening comprehension, ranging from language competence levels and exposure to different accents to a lack of realistic listening materials and inefficient tactics. The study emphasizes the necessity of addressing these issues through focused treatments, such as the use of realistic listening materials, more listening practice opportunities, and the teaching of effective listening methods. Teachers can optimize English language training techniques and nurture better language competency among English-majoring students in Vietnamese institutions by addressing the specific needs revealed by the questionnaire instrument.

Keywords: Students' listening problems, Listening Comprehension, English majored-students, Universities

I. INTRODUCTION

Coakley and Wolvin (1997) assert that listening holds significant significance in the lives of students across many stages of educational advancement. The significance of listening comprehension for achieving success in the educational setting is acknowledged by both students (Ferris, 1998) and teachers (Ferris & Tagg, 1996). Multiple studies indicate that proficient listening holds greater significance than other skills that are regarded as factors leading to academic achievement (Coakley & Wolvin, 1997). Furthermore, the acquisition of listening comprehension skills holds significant importance for students as it serves as a primary method of studying across various educational stages. EFL students encounter significant challenges in their listening skills due to the emphasis placed by schools on vocabulary, reading, and grammar. The significance of listening and speaking skills within the curriculum is often overlooked, with teachers allocating limited attention to these abilities during lesson planning. It is postulated that the acquisition of language will occur organically during the process of learning. According to Persulesy (1988), one of the reasons for the notion that listening is often overlooked by teachers of language is the belief that this talent is acquired through self-learning.

Skill in listening is a crucial skill for foreign language learners as it is essential for mastering the subject matter and effectively comprehending lectures presented in the target language (Tresnadewi, 1994, p. 28). Learners are expected to not only comprehend the content being presented, but also to effectively identify and prioritize significant and pertinent material for efficient compilation in both oral and written formats, as well as for future reference.

Understanding input and comprehension are essential prerequisites for all forms of learning, including language acquisition. Listening is considered a fundamental language skill, thus warranting significant importance among other language abilities for second language (L2) learners. According to Hasan (2000), the acquisition of language skills and the development of other language abilities are facilitated by the presence of effective listening comprehension (p. 138). Regrettably, a significant number of students frequently encounter difficulties in the domain of hearing.

When acquiring a foreign language, students often encounter challenges when it comes to comprehending spoken language. Consequently, many students often face challenges in developing their listening abilities. To facilitate students in surmounting obstacles in listening comprehension and enhancing



their listening proficiency, educators must acknowledge their issues and implement efficacious listening techniques. Conducting a study to investigate students' challenges in listening comprehension is crucial. Suitable and effective methods can be selected from that. In order to achieve the objective of the study, the author endeavors to address the following question:

- What are the challenges faced by English majors at DNC in the field of listening comprehension?

II. LITERATURE REVIEW

2.1. The definition of Listening

The study of listening is a prominent subject within the realm of language studies and the science of conversation analysis. Engaging in regular practice can enhance this skill, and there are numerous advantages to cultivating your listening abilities. It refers to the proactive approach of acquiring and responding to spoken (and occasionally unspoken) communications.

Listening comprehension refers to the cognitive processes involved in understanding and interpreting spoken language. This includes the ability to recognize speech sounds, comprehend the meaning of individual words, and grasp the structure of sentences (Nadig, 2013). According to O'Malley and Chamot (1989), listening comprehension is a cognitive process wherein individuals derive meaning by utilizing contextual information and foundational knowledge from their everyday experiences. This process involves employing several strategies to effectively execute tasks. Hamouda (2013) defines hearing comprehension as the ability of listeners to reproduce sounds, regardless of their actual understanding.

According to Helgesen (2003), listening is a deliberate and engaged approach to comprehending auditory information. Frequently, we are able to understand things better. Regarding the remark, listening is a highly active process as listeners have the ability to believe and grasp information at a faster pace than what they have heard. While listening, individuals not only analyze the information they receive, but also establish connections with existing knowledge. As listeners integrate the information they have heard with their existing knowledge and personal experiences, they construct a meaningful interpretation in their own thoughts.

According to Rost (2002), listening can be defined as a process of acquiring the speaker's actual words (receptive orientation), constructing and conveying meaning (positive orientation), engaging in a negotiation of meaning with the speaker and responding accordingly (cooperative orientation), and creating meaning through active participation, imagination, and empathy (transformative orientation). Listening is a multifaceted and dynamic cognitive process wherein individuals engage in the processing of auditory information, aligning it with their pre-existing knowledge.

According to Rivers in Hasyuni's work (2006: 8), listening is regarded as a creative capacity. It suggests that humans comprehend the auditory stimuli and utilize the unprocessed components of words, word associations, and vocal fluctuations to construct significance. Listening can be likened to a culinary technique, wherein the recipe serves as the foundation, the components are gathered, the cooking processes are initiated, and ultimately, the resulting product is consumed. The procedure will yield optimal results if we meticulously prepare the appropriate dosage and attentively listen. By attentively listening and comprehending all the phrases, we can accurately identify the correct words.

Based on the aforementioned definition, it can be inferred that listening is a complex and dynamic process of interpretation wherein individuals engage in the linking of auditory information with their pre-existing knowledge. The initiating mindset is a technique. Prioritizing attentive listening is essential before delving into the study of other skills.

2.2. The importance of Listening

Listening comprehension is a cognitive process that involves comprehending the content and meaning of spoken language. This entails comprehending the phonetics, lexicon, syntax, and interpreting the meaning of the speaker's statement.

The acquisition of proficient listening and speaking skills in the English language poses a significant challenge for several second and foreign language learners. Consequently, it is imperative for contemporary English educators to possess a comprehensive understanding of contemporary methodologies pertaining to



auditory and oral proficiency. When we focus on utilizing our communication abilities on a typical day, we promptly recognize that we are primarily engaged in listening rather than reading. The act of listening enables us to perceive and interpret the verbal communication of another person. Hence, active listening plays a crucial role in the process of communication.

Multiple studies indicate that a significant proportion of individuals dedicate 70 to 80 percent of their waking hours to various forms of communication. Approximately 9% of our time is allocated to writing, 16% to reading, 30% to speaking, and 45% to listening. Research further substantiates that the majority of individuals are poor listeners (Hatesohl and Lee). Listening is considered the fundamental language skill, as stated in the newsletter (1952) as cited in the study “An investigation of factors influencing English listening comprehension and possible measures for improvement”. It serves as the primary means by which individuals acquire a significant portion of their education, information, and understanding of global human affairs. A significant portion of communication in today’s society is conducted orally, making it crucial for learners to be instructed in the skills of effective and analytical listening.

The outcomes of numerous experiments underscore two fundamental aspects of listening. Firstly, it is evident that listening skills hold equal significance to speaking abilities, as face-to-face interaction necessitates the development of both skill sets. The second aspect pertaining to listening is its reciprocal nature in numerous circumstances. Listening cannot be practiced in the same manner as speaking, particularly in terms of pronunciation, due to the inherent unpredictability of the auditory stimuli we encounter (Anderson and Lynch, 1988).

According to Vandergrift (2002), interactional listening typically meets the social needs of the participants, such as engaging in small chat and casual conversations. Consequently, interactional listening is highly dependent on the context and involves a reciprocal exchange of information with the speaker. Conversely, transactional language is mostly employed for the purpose of transmitting data, such as news broadcasts and presentations. Transactional listening requires a thorough comprehension of a message without the opportunity for clarification with the speaker, as opposed to interactional listening.

One-way listening

The phenomenon of one-way or non-reciprocal listening occurs when individuals fail to actively engage in the process of exchanging a message. According to Moore (2005), active listening involves refraining from speaking and refraining from providing nonverbal cues to the speaker. The situation in which individuals commonly engage in one-way listening can be described as follows:

- a) telephone customer service recordings
- b) speeches and lectures
- c) public address announcements
- d) radio and television programs

Two-way listening

Dual or reciprocal listening involves the active participation of the listener in the exchange of information. Listeners typically offer feedback to the speaker by either seeking further information or rephrasing the speaker’s message (Moore, 2005). The conditions under which individuals commonly engage in one-way listening are as follows:

- a) face-to-face conversation
- b) telephone interaction

2.3. Stage in teaching listening

Vandergriff (1999) notes that listening sequences enhance students’ metacognitive abilities, especially in the first two years of language learning. This listening can be separated into statistics that have their own specific purpose (Underwood, 1989).

While-Listening activities are the core aspects for communication tasks. Learners listen to the feedback and make decisions on the approach to be used in accordance with the requirements of the project. Ultimately, in post-listening activities, listening to their address and analyze their policy options and their effectiveness. Feedback is given by self- assessment and also by group discussions. (The Guan, 2015).

Pre-listening Stage: This stage prepares learners for the listening task by activating past information, generating interest in the topic, and establishing listening objectives. Educators may add crucial language, concepts, or background information about the listening material. Pre-listening activities may

include brainstorming, forecasting content, discussing pertinent subjects, or previewing audiovisual items.

While-Listening Stage: During this stage, students focus on the listening task itself, trying to understand the spoken language input. Educators offer the listening material, which could be audio recordings, movies, or live presentations. Learners carefully listen, focusing on the key concepts, supporting details, tone of voice, and other important aspects of the spoken language. Educators might alter the listening assignments by using multiple-choice questions, true/false statements, note-taking, or summarizing exercises to help students understand and retain the material.

Post-Listening stage: This stage allows learners to reflect on their listening experience and cement their grasp of the information. Educators organize discussions or activities that encourage students to share their interpretations, responses, and perspectives on the listening material. Post-listening exercises may include assessing main ideas, contrasting different points of view, summarizing significant points, and responding to comprehension questions. Learners can also participate in extension activities that link the listening material to other language abilities, such as speaking, writing, or vocabulary development.

2.4. Listening Comprehension

Various interpretations exist on the concept of “listening comprehension”. According to Pourhosein Gilakiani and Sabouri (2016), listening comprehension encompasses various cognitive processes involved in comprehending spoken language. These processes involve the recognition of speech sounds, the comprehension of individual word meanings, and the knowledge of sentence structure (Nadig, 2013). Hamouda (2013) defines listening comprehension as the process of interpreting the information that the listener has acquired. The individual’s ability to reproduce the text, even though the listener can replicate the sounds without genuine comprehension.

According to Pourhossein Gilakjani & Ahmadi (2011), O’Malley, Chamot, and Kupper (1989) posited that listening comprehension is a dynamic process wherein the listener actively constructs meaning by utilizing cues derived from contextual information and pre-existing knowledge. This process necessitates the utilization of various strategic resources to effectively meet the demands of the task at hand.

2.5. Components of Listening Comprehension

According to Chastain (1988), listening comprehension can be divided into four distinct components. The initial component is the ability to distinguish between all sounds, rhythm, and tone in the target language and the corresponding sound in the native language. The second aspect involves comprehending the complete message conveyed by a speaker. According to Rivers (1981), the comprehension of spoken communications is contingent upon the understanding of semantics, which involves the conversion of sound sequences into syntactic understanding in cases where the listener is unable to grasp the meaning of the word.

The ability to retain the input message in the audible storage until processing is feasible constitutes the third component. Teachers should encourage students to engage in extensive listening to enhance their auditory recall. Consequently, it is advisable to utilize L2 when acquiring foreign languages. The pace and complexity of the language should be appropriate for the learners’ comprehension abilities. The capacity of auditory memory is enhanced through the comprehension of language acts. Significantly, the concept of enhancement is evident. Gradual and uninterrupted advancement from basic to intricate expressions should be attained. The pace of the presentation should adjust according to the students’ ability to understand (Chastain, 1988).

The third component pertains to the ability to retain the input message within the audible storage until it can be processed. In order to enhance students’ auditory recall, it is advisable for educators to encourage extensive listening opportunities. This implies that it is advisable to utilize the second language (L2) when acquiring foreign languages. The appropriateness of the speed and language complexity should align with the learners’ capacity for comprehension. Auditory memory is enhanced by comprehensible language acts. The concept of improvement holds significant importance. One should strive to gradually and consistently advance from basic to intricate expressions. According to Chastain (1988), it is important for the presentation speed to be adjusted according to the students’ ability for comprehension.

Comprehension encompasses the perception of speech at various levels, namely syntactic, lexical, semantic, and verbal. Comprehension encompasses multiple processes. The initial step involves establishing the context. Practical language is characterized by its communicative structure, and the listener must be aware of this structure in order to comprehend the speaker’s message. The second step involves leveraging pertinent prior knowledge to anticipate the speaker’s message. The third step involves the prediction of the general content of the communication. The capacity for auditory perception necessitates listeners to anticipate forthcoming events. According to Kaspar (1984), individuals engage in the analysis of incoming material instead of dedicating time



to interpret it in an unforeseen and immediate manner. The fourth step involves actively engaging with the primary concepts presented in the listening text. It is recommended that listeners allocate additional cognitive resources towards comprehending unforeseen information, and if their prior knowledge is limited, they should rely more heavily on linguistic cues. The last stage involves utilizing the audio script to validate or refute their prior conjectures. When the participants' guesses align with the audio script, they acknowledge and accept them as accurate.

2.6. Potential Problems in Learning Listening Comprehension

In Underwood's (1989) work on potential problems in learning listening comprehension, several challenges and difficulties that learners may encounter in developing their listening skills are identified. Some of these potential problems include:

Lack of Vocabulary Knowledge: Learners may struggle to understand spoken language input if they lack the necessary vocabulary to comprehend the content. Unfamiliar words or expressions can impede comprehension and make it difficult for learners to grasp the main ideas or details of the listening material.

Difficulty with Pronunciation and Intonation: Variations in pronunciation, accent, and intonation among speakers can pose challenges for learners in understanding spoken language. Differences in speech rate, rhythm, stress, and pitch can affect learners' ability to recognize words and interpret meaning accurately.

Limited Listening Strategies: Learners may rely on passive listening or decoding strategies without actively engaging in the listening process. Lack of effective listening strategies, such as predicting, summarizing, inferencing, and monitoring comprehension, can hinder learners' ability to extract meaning from spoken language input.

Overwhelming Amount of Information: Complex or lengthy listening passages containing a high volume of information can overwhelm learners, leading to information overload and difficulty in processing and retaining key details. Learners may struggle to prioritize information and focus on essential content amidst a barrage of spoken language input.

III. METHODOLOGY

3.1. Participants

The research involves the participation of 60 students majoring in English at the Department of Foreign Languages at Nam Can Tho University. Their ages ranged from 18 to 22. The course consists of a total of 30 periods, with students being allocated 3 periods per week. Many participants have acquired English language skills over a duration of seven years. Nevertheless, their English backgrounds had notable similarities as the majority of them were from diverse rural regions in the southern part of Vietnam, and were shaped by the educational curriculum implemented in secondary and high schools. The students were not provided with ample opportunities to engage in speaking and listening exercises. Consequently, when attending DNC, they faced numerous challenges throughout their educational progress.

3.2. Instrument and Data collection

In order to obtain the anticipated data for the research inquiry, the investigator employed a questionnaire with three sections containing a total of 30 items. The initial part comprises ten items that specifically address the challenges faced by English major students in comprehending listening materials throughout their listening comprehension tasks. In the second part, a set of seven items is employed to inquire about the challenges faced by students in relation to the role of the listener during listening comprehension activities. In the final part, three sentences explain the challenges faced by students in relation to the physical environment. All of the items were designed by using a five-point Likert-scale, ranging from 1 to 5, which means (1: Strongly disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly agree).

IV. FINDINGS

4.1. Students' difficulties related to the listening materials

The data collected from 60 English major students through a questionnaire was examined after gathering all the required information and concepts. The questionnaire data was categorized into three main sections.



Table 1. Difficulties related to the listening materials

Items	N	Mean
I find it difficult to understand unfamiliar listening texts.	60	4.03
It is difficult for me to understand the texts when speakers speak quickly.	60	3.95
I find it difficult to understand the spoken word when there are lots of breaks and pauses.	60	3.79
I find it difficult to understand when recorded material can't be repeated.	60	3.55

According to the study results, English-majoring students face a number of issues with listening comprehension at Vietnamese universities. Understanding new listening texts was seen as the most challenging task, with a mean score of 4.03. Furthermore, students reported difficulty understanding texts when speakers spoke quickly (Mean = 3.95) or when there were interruptions and pauses in the spoken word (Mean = 3.79). Understanding recorded content gets difficult when it cannot be repeated, as evidenced by a mean score of 3.55.

4.2. Student's difficulties related to the role of the listener

In the second part, students were questioned about challenges with the listener's role in doing listening comprehension tasks. Table 2 shows the results of the students' challenges with the role of listener.

Table 2. Difficulties related to the role of the listener

Items	N	Mean
The sound is familiar to me, but the words are unfamiliar.	60	4.05
It is difficult for me to determine the meaning of an unknown word while listening.	60	3.68
I hardly pay attention to the speaker's tone.	60	3.55
I feel tired and distracted when I am listening a long spoken text.	60	3.34

The results provided insight on the multiple obstacles faced by English-major students in their listening comprehension efforts, as indicated by the mean ratings assigned to various assertions. The respondents report a significant difference between familiarity with the sound of English and comprehension of unknown words, as seen by a mean score of 4.05 for the statement "The sound is familiar to me, but the words are unfamiliar." This mismatch highlights an important area for targeted intervention to close the gap between auditory recognition and lexical understanding. Furthermore, the mean score of 3.68 for the statement "It is difficult for me to determine the meaning of an unknown word while listening" demonstrates the difficulty students encounter with real-time vocabulary acquisition during listening activities. Furthermore, the mean score of 3.55 for "I hardly pay attention to the speaker's tone" suggests a difficulty in identifying prosodic signals required for nuanced understanding. The reported mean score of 3.34 for "I feel tired and distracted when I am listening to a long spoken text" demonstrates the negative impact of longer listening sessions on students' concentration and participation.

4.3. Student's difficulties related to physical settings

In the last part, the students were questioned about the problems they had when doing their listening comprehension activities in the physical setting.



Table 3.Difficulties related to physical settings

Items	N	Mean
I find it difficult to understand English when there are unclear sounds due to poor acoustic conditions in the classroom.	60	3.95
I find it challenging to focus on listening tasks when there is background noise in the classroom.	60	3.68
It's hard for me to concentrate on English listening activities when the room is not adequately cooled or air-conditioned.	60	3.55

Results indicated that participants reported encountering challenges when there were unclear sounds due to poor acoustic conditions in the classroom, with a mean score of 3.95. Additionally, students found it challenging to concentrate on listening tasks when background noise was present, as evidenced by a mean score of 3.68. Moreover, participants struggled to focus on English listening activities when the classroom was not adequately cooled or air-conditioned, as reflected by a mean score of 3.55.

IV. DISCUSSION

To begin, it tackles the stated listening comprehension challenges faced by English majors. It investigates the causes of these difficulties, including poor acoustic conditions in classrooms, background noise, and insufficient cooling or air-conditioning equipment. The debate underlines the need of knowing these hurdles in order to successfully address them in educational contexts.

Furthermore, the debate considers how these challenges may affect students' academic performance and language learning results. It implies that difficulties with listening comprehension might impede students' overall language competency development, leading to dissatisfaction or disengagement in the learning process. Furthermore, the discussion examines the findings' larger implications for English language teaching in Vietnam, emphasizing the importance of personalized instructional techniques and enhanced learning settings to assist students in overcoming these hurdles.

Furthermore, the debate considers potential interventions and solutions to address the highlighted issues. It suggests ways for improving classroom acoustics, employing noise reduction measures, and ensuring proper ventilation to produce ideal learning environments for students. It also recommends using diverse and interesting listening materials, giving adequate practice opportunities, and providing support tools to assist students improve their listening abilities more successfully.

IV. CONCLUSION

This research carefully investigated and examined the issues that English-major students face with listening comprehension. The study revealed various problems, such as poor acoustic circumstances, background noise, and insufficient classroom facilities, that had a substantial influence on students' ability to understand spoken English. These findings highlight the necessity of addressing environmental variables and adopting focused interventions to help students improve their listening skills and overall language competence.

The study's conclusion emphasizes its importance in contributing to a better understanding of English language instruction issues in Vietnamese university settings. It highlights the need of individualized instructional techniques, enhanced learning settings, and continuing support systems for effectively addressing students' listening comprehension challenges. Furthermore, the conclusion emphasizes the research's significance for curriculum creation, teacher training, and policy-making in the field of English language education.

Looking ahead, the report recommends further research and innovation in language teaching approaches and educational infrastructure to better meet students' language learning requirements. Educators and organizations may help English-major students overcome listening comprehension difficulties and achieve academic achievement by applying evidence-based interventions and creating a supportive learning environment.

About the Authors

Lam Ky Nhan holds an M.A. in English Education from Can Tho University (2021) and serves as a dedicated English Department Lecturer at Nam Can Tho University, Vietnam. Currently pursuing a Ph.D. with an expected completion in 2026, his teaching passions include grammar, academic writing, teacher and learner motivation, and testing and assessment. He is committed to advancing English education and contributing to effective language teaching practices.

References

- [1] Abdalhamid, F. (2012). LISTENING COMPREHENSION STRATEGIES OF ARABIC-SPEAKING ESL LEARNERS Submitted by. Colorado State University .
- [2] Arabi Zanjani, B., &Izadpanah, S. (2016). The Impact of Listening Strategies on Improving Learners' Listening Skill in Iran. *Journal of Language Teaching and Research*, 7, 1089. <https://doi.org/10.17507/jltr.0706.04>
- [3] Basri, H., Hashim, H., &Yunus, M. (2019). Using Google Apps as Learning Strategy to Enhance ESL Writing. *Creative Education*, 10, 2649–2657. <https://doi.org/10.4236/ce.2019.1012192>
- [4] Chastain, K. (1988). Developing second-language skills: *Theory and practice* (3rd ed.). Harcourt Brace Jovanovich.
- [5] Choo, S. S., & Md. Yunus, M. (2016). AUDIO CLIPS IN DEVELOPING LISTENING COMPREHENSION SKILLS IN MALAYSIAN PRIMARY ESL CLASSROOMS. *International Seminar on Generating Knowledge Through Research*, 1, 421–430.
- [6] De Brito, J. (2015). The Effects of Listening Comprehension on English Language Learners Writing Performance while Taking Notesaking Notes.
- [7] Hamouda, A. (2013). An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. *International Journal of Academic Research in Progressive Education and Development*, 2(2), 113–155.
- [8] Hashim, H. U., Md Yunus, M., & Hashim, H. (2018). Language Learning Strategies used by Adult Learners of Teaching English as a Second Language (TESL). *TESOL International Journal*, 13(4), 38–48.
- [9] Kaspar, G. (1984). Pragmatic comprehension in learner-native speaker discourse. *Language Learning*, 34, 1–20
- [10] Lim, T. D. (2013). Analyzing Malaysian English Classrooms: Reading, Writing, Speaking andListening Teaching Strategies. University of Washington.
- [11] Linang, E. R. (2005). Teachers Report On The Use Of Pre-Listening Activities In Activating Students' Prior Knowledge in a Malaysian ESL Classroom In Kuching. Universiti Malaysia Sarawak.
- [12] Rivers, W. M. (1981). *Teaching foreign-language skills* (2nd ed.). The University of Chicago Press.
- [13] Sanjana, T. (2014). Integrating language skills: A study of receptive skills. *Journal of English Language Teaching and Learning*, 6(1), 45-56.
- [14] Santos, R. S. (2018). IMPROVING YOUNG LEARNERS' LISTENING SKILLS THROUGHSTORYTELLING. Nova Lisbon University.
- [15] Sevik, M. (2012). Teaching Listening Skills to Young Learners through "Listen and Do" Songs.*English Teaching Forum*, 3, 10–17.
- [16] Underwood, M. (1989). *The Listening Teacher*. Longman.
- [17] Vandergrift, L., & Goh, C. (2009). Teaching and testing listening comprehension. In *The Handbook of Language Teaching* (pp. 395–411). Wiley-Blackwell.
- [18] Yukselci, S. (2003). TEACHERS' PRACTICES AND PERCEPTIONS REGARDING LISTENING STRATEGIES , AND PERCEPTIONS OF DIFFICULTIES LIKELY TO ARISE IN ENGLISH LISTENING COMPREHENSION LESSONS . BILKENT UNIVERSITY .