

The Difficulties of Learning Listening Skill for Young Learners Through Teachers' Perspectives

Mohammed Mousa El- Nahhal

Journal of The University of Palestine for Reseaches & Studies-Volume 7No4

Abstract

This research aimed to identify the difficulties of learning listening skill for young learner through teachers' perspectives. The population of the research consisted of 68 teachers (male and female) who teach grade one to six in Rafah Governmental schools. The sample of the research consisted of 40 teachers (male and female) was chosen by the researcher randomly. The instrument of the research was a questionnaire prepared by the researcher. The researcher used means, standard deviation, Mann- Whitney -u Test and one-way ANOVA to find the results of the study. The results of the study showed that the most important difficulties that face learners in learning listening skill are getting general understanding of the spoken text from the first time, speaking Arabic inside and outside school. The lowest difficulties are making noise in the class during listening activity and the sound of the cassette unclear in the first domain. Also, the most important difficulties which face learners in learning listening skill are understanding well when speakers speak too fast and understanding the listening text when the speaker does not pause long enough. The lowest two items in this domain are sound of speaker which is unclear and understanding the meaning of the spoken text without seeing the speaker's body language in the second domain. Moreover, the most important difficulties that face learners in learning listening skill are listening activities are difficult and the passage of listening activity is long. The lowest two difficulties are listening the questions which needs long answer and listening activity that has a lot of new vocabulary and phrases in the third domain. Furthermore, there are no statistically significant differences among the responses of sample study of the first domain due to gender, and there are no statistically significant differences among responses sample study of all questionnaire due to the years of experience.

Introduction

Language is a form of the social behavior. It is a means of communication which occurs between people. In the age of globalization, the world of technology, information and the internet English becomes very necessary for any individual who tends to follow up the fast change in modern world. Furthermore, Hamdona (2007:p.1) indicates that English language plays an important role in everyday situations all over the world. It's a universal language which deals with all aspects of life.

The Difficulties of Learning Listening Skill for Young Learners Through Teachers' Perspectives

Al-Sofi (2008:p.13)points out that English is regarded one of the major subjects at Palestinian schools. Also, English is used as a second official language in Palestine particular and Arab world in general. Genc (2007:p.6)states that when we learn a language, there are four skills that we need for complete communication . When we learn our native language , we usually learn to listen first , then to speak , then to read and finally to write. Abu Hatab (2010:p.2) indicates that listening skill plays a significant role in daily communication and educational process. In spite of this importance, listening ability has received only slight care in the language teaching. Moreover, Assaf (2015:p5) states that listening can be major skill helping in acquiring English language . Gilakjani (2016) also says that listening skill is very important in foreign language learning because the key to learn a language is to receive language input.

Research Problem

The researcher spent more than (15) years teaching English so that he chose th topic because of the following reasons:

1. The researcher as an English teacher for many years observed that students face difficulties in learning listening skill, and when a question is posed to the class as a whole, usually a limited number of students, and sometimes no students, volunteer raise their hands to answer. Also, after asking a question, the average instructor waits less than one second before calling on a student.
2. Upon interviewing teachers who teach young learners, the teachers said that students face difficulties in learning listening skill.
- 3- English supervisors also said that students have limited time to learn English in class, and they still do not have enough encouragement to practice listening skill outside the class in order to get familiar with English. They also wanted to know the meaning of every single word to understand the meaning of the listening text.

Questions of the Research

What are the difficulties of learning listening skill for young learner through teachers' perspectives?

The following minor questions emanated from the major one:

- 1- To what extent the learning listening skill difficulties are for learners through teachers' perspectives?

2- To what extent the learning listening skill difficulties are for the speaker through teachers' perspectives?

3- To what extent the learning listening skill difficulties are in content through teachers' perspectives?

4- Are there any statistically significant differences ($\alpha \leq 0.05$) among teachers responses at learning questionnaire difficulties due to gender? (male – female)

5- Are there are any statistically significant differences ($\alpha \leq 0.05$) among teachers responses at learning questionnaire difficulties due to learning experiences?

Research Hypotheses

1- There are no statistically significant differences ($\alpha \leq 0.05$) among teachers responses at learning questionnaire difficulties due to gender? (male – female)

2-There are no statistically significant differences ($\alpha \leq 0.05$) among teachers responses at learning questionnaire difficulties due to experience years?

The Purposes of the Research

The research aims at achieving the following objectives:

1- Identifying to what extent the learning listening skill difficulties are for learners through teachers' perspectives.

2- Identifying to what extent the learning listening skill difficulties are for the speaker through teachers' perspectives.

3- Identifying to what extent the learning listening skill difficulties are in content through teachers' perspectives.

4- Identifying if there are any statistically significant differences among teachers responses at learning difficulties questionnaire due to gender. (male – female)

5- Identifying if there are any statistically significant differences among teachers responses at learning difficulties questionnaire due to experience years .

The Significance of the Research

1- This research helps teachers to know the difficulties of teaching listening skill.

2- This study stimulates supervisors' interest in conducting training courses for their teachers to enhance teaching listening skill.

3- The research provides a good feedback for English teachers in teaching listening skill.

The Difficulties of Learning Listening Skill for Young Learners Through Teachers' Perspectives

Limitations of the Research

This research applies in the light of the following limitations

1-This study applies in the first semester of academic school year (2017-2018).

2-This study applies at forty teachers who teach grade one to four in Rafah governmental schools.

Terms of the Research

Listening skill

It is defined as "the activity of paying attention to and trying to get meaning from something we hear". (Abu Zetuon, et al 2010:p. 25).

Sharma(2011:P.13) defines listening skill as "a communication method that requires the listeners to understand, interpret, and assess what they hear".

It can be concluded from reviewing a number of proposed definitions, that listening skill is an active process involving activities such as getting meaning, the ability to understand the task and answer the questions.

Difficulty

Difficulties are defined as the internal and external characteristics that might interrupt listening text understanding and directly related to cognitive procedures that take place at various stages of listening comprehension (Goh, 2000).

Literature Review

No one can deny the importance of listening skills in foreign language learning because the key to acquire a language is to receive language input. Rost (2002) indicated that developing proficiency in listening is the key to achieving proficiency in speaking. EFL learners have serious problems in English listening comprehension due to the fact that universities pay more attention to English grammar, reading and vocabulary. Listening and speaking skills are not important parts of many course books or curricula and teachers do not seem to pay attention to these skills while designing their lessons. Most teachers take it for granted and believe that it will develop naturally within the process of language learning. Hamouda (2013:p.114).

Rost (1994:p.119) quoted in (Lundsteen:1979) stated four common difficulties among pupils. First, some pupils have physical problems which prevent them from participating. Second, some pupils have problems with auditory memory sequential memory. Third, many pupils have difficulties in attention and concentration. Fourth, pupils have difficulties in different

aspects of listening comprehension. Anderson and Lynch (1995:pp.44-45) claimed that listening materials difficulty and incomprehensible make learners suffer in two ways: not only is the whole experience a dispiriting one, but it also encourages passive and unsuccessful listening habits. Also Ur (1996:p.111) clarified the following difficulties in listening. First, trouble catching the actual sound of the foreign language. Second, missing understand something in the listening text make learners feel failing and get worried and stressed. Third, it is difficult to 'keep up' with all the information they are getting. Fourth, it is difficult to concentrate if the listening task is long. Moreover, Asaaf (2015:pp.23-24) said that listening comprehension is difficult when students listen to recording, not seeing speakers' body movement and facial expressions. Furthermore, Nunan (1991:p24) quoted in Brown and Yule (1983) suggested four factors which can affect the difficulty of oral language tasks: difficulties related speaker, difficulties related to the listeners, difficulties relate to content and support text. Hayrapetyan (2016) said there are two problems in listening skill. The first problem involves:

- a) making prediction what the speaker talks about;
- b) guessing unknown words or phrases;
- c) recognizing points.

The second problem involves:

- a) unfamiliar topics.
- b) different accents.
- c) authentic material.
- d) colloquial words.
- e) speed of speech.

Moreover, a great number of students believe that listening is the most difficult skill and they start to panic when they hear the word listening or see a CD player. But on the other hand students, who learn from what they hear, usually achieve better results at listening. Another problem connected with listening is the fact that listeners cannot always make the speaker repeat what they have just said. For listeners who do not know all vocabulary used by the speaker, listening can be very stressful as they usually start thinking about the meaning. Macháčková(2009:pp12-13).

Previous studies

Banat's study (2015) aimed to identify the techniques EFL primary – stage teachers use in teaching English listening. It also attempted to investigate the

The Difficulties of Learning Listening Skill for Young Learners Through Teachers' Perspectives

effects of the variables of gender, experience and qualification of the teachers on the techniques they employ in teaching listening. The sample of the study consisted of seventy male and female teachers taken randomly. A questionnaire was used to collect the data about the most common techniques that teachers use . The statistical analysis technique was used to answer the first question of the study by using the Program (SPSS) to find the frequency percentage of the responses on the five-point scale for each item of the questionnaire. The results of the study have shown that according to gender, there were no significant differences between the Means of the teachers' responses to the scale according to their gender. Also there were no significant differences according to teachers' qualifications. The results of the study have also shown according to experience, there were no significant differences

towards the first and third aspects, whereas there is a difference towards the second aspect as per the training courses.

Assaf's study (2015) aimed to identify the difficulties encountered by English foreign language learners in listening comprehension as perceived by English language centre students at the Arab American University in Jenin. The researcher used quantitative and qualitative method. The sample of the study consisted of (27) male and female students. The results of the study found that there are no statistically significant differences in students responses around difficulties that faced them in understanding English language due to gender, academic year and academic level.

Hamouda study's (2013) investigated of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. 60 students who took the listening course in 20012/13 were selected for the study. Data was gathered by means of questionnaires and interviews. The results of the study showed that accent, pronunciation, speed of speech, insufficient vocabulary, different accent of speakers, lack of concentration, anxiety, and bad quality of recording were the major listening comprehension problems encountered by EFL Saudi learners.

Meziad's study (2012) aimed to know the impact of the education program in the development of Active listening Skills for the children of kindergarten. The researcher used the experimental method. Research sample was selected randomly sample consisted of (60) boys and girls of their age (5-6) years. The researcher found the following results. There are significant differences between the test score Active listening Skills of children in the experimental

group before and after implementation of the program for the benefit of the test distance. There is no difference statistically significant among the middle-test scores Active listening Skills in the experimental group in the exam, according to dimensional variable gender (males, females).

Abu Daib's study (2009) aimed to build computerized program to develop some listening teaching skills in Arabic language for students' teachers at University College of Applied Science in Gaza. The researcher used constructive and experimental approach to achieve the study aims. The sample of the study consisted of (19) students of educational science department. The results of the study revealed that there are significance differences between mean scores of pre and post applying program in favor of post applying. There are significance differences in means scores of closure skill in teaching listening pre and post computerized program in favor of post applying.

Al-Bukhari's study (2007) aimed at introducing the importance of using online English language education sites in improving both listening and speaking skills as evaluated by the secondary schools teachers and supervisors viewpoints in Jeddah. The study follows the descriptive methodology. The study sample is (344) female teachers and (26) female supervisors. The results of the study found that there are no statistical indication differences in the study sample opinions (female teachers and supervisors) at the average (0.05) and less among other study tools means as per the variables (age, educational level and experience years). There are no statistical indication differences in the study sample opinions (female teachers and supervisors) at the average (0.05) and less among other study tools means as per the (job) variable. There are no statistical indication differences in the study sample opinions (female teachers and supervisors) at the average (0.05) and less among other study tools.

Commentary

From the above display of the previous studies, the researcher can conclude that many researchers paid attention to the Listening Comprehension Problems and difficulties encountered by English foreign language learners in listening comprehension such as Assaf's (2015) and Hamouda's (2013). This is considered a great indicator that teachers are in a real need for adopting and adapting new techniques and methods such as difficulties in learning listening skill for young learners through teachers' perspectives. The

The Difficulties of Learning Listening Skill for Young Learners Through Teachers' Perspectives

According to the previous table, there are statistically significant correlation at a significant level (0.01) between each item from the items of the first domain and the total of this domain except the following items (3-4-10). These items are not statistically significant at (0.05) and the researcher omit them. The first domain became (12) items .All the twelve items are validity and statistically significant at (0.01) .

Correlation coefficient of each item in the second domain and the total correlation of the second domain.

No.	Items	Correlation coefficient	Sig. level
1.	Learners find difficulties to understand the listening text when the speaker does not pause long enough.	**0.636	(0.01) Sig. at
2.	Learners find difficulties to understand well when speakers speak too fast.	**0.694	(0.01) Sig. at
3.	Learners find difficulties to understand well when speakers speak with a variety of accents.	**0.716	(0.01) Sig. at
4.	Learners find difficulties to understand the meaning of the spoken text without seeing the speaker's body language.	**0.716	(0.01) Sig. at
5.	Learners find difficulties to understand the meaning of words which are not pronounced clearly.	**0.774	(0.01) Sig. at
6.	The sound of speaker is unclear.	**0.558	(0.01) Sig. at

According to the previous table, there are statistically significant correlation at significant level (0.01) between each item from the items of the second domain and the total of this domain. All the items in the second domain are described with high validity.

Correlation coefficient of each item in the third domain and the total correlation of the third domain.

No.	Items	Correlation coefficient	Sig. level
1.	The listening activity has a lot of new vocabulary and phrases .	**0.807	(0.01) Sig. at
2.	The passage of listening activity is long .	**0.693	(0.01) Sig. at
3.	Some listening question need long answer .	**0.802	(0.01) Sig. at
4.	Some listening activities are difficult .	**0.796	(0.01) Sig. at
5.	Some listening activities are boring and don't affect learners' thinking .	**0.720	(0.01) Sig. at

According to the previous table, there are statistically significant correlations at significant level (0.01) between each item from the items of the third

The Difficulties of Learning Listening Skill for Young Learners Through Teachers' Perspectives

current study benefits from the previous studies in writing the definitions and difficulties in listening skills such as Meziad's (2012) and Abu Daiy's (2009). Furthermore, the current study benefits from previous studies in writing the introduction such as Al-Bukhari's (2007).

Research procedures and methodology

The following procedures were followed to answer the research questions:

Research method

The researcher followed the descriptive analytical method by the difficulties of learning listening skill for young learner through teachers' perspectives through questionnaire which was prepared by the researcher.

Population and sample of the research

The population of the research consists of (68) teachers (male and female). The sample of the research consists of (40) teachers (male - female).

Table (1) Distribution of population and sample of the research.

Gender	Population	Sample
Male	32	18
Female	36	22
Total	68	40

Instrument of the research

The researcher used a questionnaire to get information about the difficulties that young learners faced in learning listening skill. It consisted of (26) items at the first form prepared by the researcher clarified by the following table. The answers were recorded on 5point Likert scale (strongly agree, agree, neutral, disagree, and strongly disagree).

Table (2) Validity of questionnaire

No.	Domain	Items' No.
1.	Listening Difficulties related to learners.	15
2.	Listening Difficulties related to speaker.	6
3.	Listening Difficulties related to content.	5
Total		26

To ensure the validity of questionnaire, it was given to experts in methodology and English language teacher to examine the structure , logical follow it , clarity, length and the order. They accepted the items of the questionnaire in general but suggested some modifications. The researcher

made these modifications based on their comments. To find out how correlation of each item in the questionnaire to the total correlation of the questionnaire as follows:

Table (3)Correlation coefficient of each item in the first domain and the total correlation ofthe first domain.

No.	Item	Correlation coefficient	Sig. level
1.	Learners find difficulties to get general understanding of the spoken text from the first time.	**0.416	(0.01) Sig. at
2.	Learners usually speak Arabic inside and outside the school.	**0.667	(0.01) Sig. at
3.	Many pupils in the class.	0.076	(0.05) not Sig. at
4.	Learners find difficulties to listen to English in their homes.	0.117	(0.05) not Sig. at
5.	Learners find difficulties to understand the activity.	**0.731	(0.01) Sig. at
6.	The sound of the cassette is unclear.	**0.714	(0.01) Sig at
7.	Learners stop listening when they have problems in understanding a listening text.	**0.689	(0.01) Sig. at
8.	Learners find difficulties to predict what would come next at the time of listening.	**0.462	(0.01) Sig. at
9.	Learners find difficulties to recognize the words they know because of the way of pronunciation.	**0.485	(0.01) Sig. at
10.	Learners feel anxious when they listen to spoken text.	0.092	(0.05) not Sig. at
11.	Some listening questions need long answers.	**0.580	(0.01) Sig. at
12.	Learners may not be interested in listening skill.	**0.718	(0.01) Sig. at
13.	Learners have short time to think about answers.	**0.695	(0.01) Sig. at
14.	Some learners make noise in the class during listening activity.	**0.691	(0.01) Sig. at
15.	Learners have less prior knowledge about listening task.	**0.508	(0.01) Sig. at

domain and the total of this domain. All the items in the third domain validity.

Correlation coefficient of each domain from the questionnaire and the total correlation of all the questionnaire.

No.	Domain	Correlation coefficient	Sig. level
1.	Listening Difficulties related to learners.	**0.927	(0.01) Sig.at
2.	Listening Difficulties related to speaker.	**0.718	(0.01) Sig.at
3.	Listening Difficulties related to content.	**0.846	(0.01) Sig.at

According to the previous table, there are statistically significant correlation at significant level (0.01) between each domain from the questionnaire and the total of all the questionnaire, so all the domains of the questionnaire are of high validity.

Reliability of questionnaire

The reliability was calculated by using Spilt half and Cronbach Alpha.

1- Spilt half:

It means calculating correlation coefficient between responses of sample study of individual items and responses of sample study of pair items and the following table clarified this:

Table (7)

Correlation coefficient of each domain from the questionnaire and the total correlation of all the questionnaire.

No.	Items no.	Domains	correlation coefficient	reliability coefficient
1.	15	Listening Difficulties related to learners.	0.841	0.914
2.	6	Listening Difficulties related to speaker.	0.837	0.908
3.	5	Listening Difficulties related to content.	0.891	0.942
Total			0.936	0.967

According to the previous table reliability coefficient is between 0.908 (0.949) which refers to a high level of reliability.

The Difficulties of Learning Listening Skill for Young Learners Through Teachers' Perspectives

2- Cronbach Alpha:

Correlation coefficient of each domain from the questionnaire and the total correlation of all the questionnaire.

No.	domains	reliability coefficient Cronbach Alpha
1.	Listening Difficulties related to learners.	**0.733
2.	Listening Difficulties related to speaker.	**0.758
3.	Listening Difficulties related to content.	**0.797
Total		**0.833

According to the previous table reliability coefficient is between (0.733 to 0.797) which refers to a high level of reliability. The value of Cronbach Alpha for all items (0.833) which refers to high level of reliability.

The questionnaire of the study is ready to apply in the final form and become as the following table:

No.	Domain	Items no.
1.	Listening Difficulties related to learners.	12
2.	Listening Difficulties related to speaker.	6
3.	Listening Difficulties related to content.	5
Total		23

Results, discussion and recommendations

The first domain

To answer the first question: To what extent is learning listening skill difficulties are for learners through teachers' perspectives? To answer this question the researcher used means, standard deviation, percentage weight and rank according the following table.

Table (10)

No.	Items	Mean	St. deviation	Percentage Weight	Rank
1.	Learners find difficulties to get general understanding of the spoken text from the first time.	1.18	0.747	83.6%	Second
2.	Learners usually speak Arabic inside and outside the school.	4.23	0.766	84.6%	First
3.	Learners find difficulties to understand the activity.	3.63	0.838	72.6%	Seventh
4.	The sound of the cassette unclear.	3.05	1.339	61%	Eleventh
5.	Learners stop listening when they have problems in understanding a listening text.	3.93	1.047	78.6%	Fourth
6.	Learners find difficulties to predict what would come next at the time of listening.	4.00	0.816	80%	Third
7.	Learners find difficulties to recognize the words they know because of the way of pronunciation.	3.78	0.862	75.6%	Fifth
8.	Some listening questions need long answers.	3.28	1.240	65.6%	Ninth
9.	Learners may not interested in listening skill.	3.15	1.477	63%	Tenth
10.	Learners have short time to think about answers.	3.60	1.128	72%	Eighth
11.	Some learners make noise in the class during listening activity.	2.98	1.165	59.6%	Twelfth
12.	Learners have less prior knowledge about listening task.	3.68	0.917	73.6%	Sixth
	Total	43.45	7.893		

The first domain of questionnaire examined the extent of listening difficulties related to learners. It is clear from table (1) that the items (2 and 1) extent highly at the learners. The second item is the first, the percentage of it is 84.6%. the first item is the second, the percentage of it is 83.6%. The lowest two items in this domain are number four with percentage 61% and number eleven with percentage 59.6%.This indicates that the most important

The Difficulties of Learning Listening Skill for Young Learners Through Teachers' Perspectives

difficulties face learners in learning listening skill are getting general understanding of the spoken text from the first time and speaking Arabic inside and outside school. The lowest difficulties are making noise in the class during listening activity and the sound of the cassette is unclear

The second domain

To answer the second question that says: To what extent is the learning listening skill difficulties for the speaker through teachers' perspectives?

To answer this question the researcher used means, standard deviation, percentage weight and rank according the following table.

Table (11)

No.	Items	Mean	St. deviation	Weight	Rank
1.	Learners find difficulties to understand the listening text when the speaker does not pause long enough.	4.30	0.853	86%	Second
2.	Learners find difficulties to understand well when speakers speak too fast.	4.48	0.816	89.6%	First
3.	Learners find difficulties to understand well when speakers speak with a variety of accents.	3.93	0.997	78.6%	Fourth
4.	Learners find difficulties to understand the meaning of the spoken text without seeing the speaker's body language.	3.73	1.086	74.6%	Fifth
5.	Learners find difficulties to understand the meaning of words which are not pronounced clearly.	4.13	1.042	82.6%	Third
6.	The sound of speaker is unclear.	3.48	1.240	69.6%	Sixth
	Total	24.03	4.098		

The second domain of questionnaire examined the extent of listening difficulties related to speaker. It is clear from table (2) that the items (2 and 1) extent highly at the speaker. The second item is the first, the percentage of it

is 89.6%. the first item is the second, the percentage of it is 86%. the lowest two items in this domain are number four with percentage 69.6% and number eleven with percentage 74.6%. This indicates that the most important difficulties that face learners in learning listening skill are understanding well when speakers speak too fast and understanding the listening text when the speaker does not pause long enough. The lowest two items in this domain are sound of speaker is unclear and understanding the meaning of the spoken text without seeing the speaker's body language.

Pauses are another factor that impeded the listening skill. Table indicates that many students find it difficult to understand the listening text when the speaker does not pause long enough. Pauses give listeners more time to process what they need to understand

The third domain

To answer the third question that says: To what extent is the learning listening skill difficulties in content through teachers' perspectives?

To answer this question the researcher used means, standard deviation, percentage weight and rank according the following table.

Table (12)

No.	Items	Mean	St. deviation	Weight	Rank
1.	The listening activity has a lot of new vocabulary and phrases .	3.50	1.198	70%	Fourth
2.	The passage of listening activity is long .	3.60	1.172	72%	Second
3.	Some listening question need long answer .	3.35	1.252	67%	Fifth
4.	Some listening activities are difficult .	3.73	1.154	74.6%	First
5.	Some listening activities are boring and don't affect learners' thinking .	3.55	1.061	71%	Third
	Total	17.73	4.466		

The third domain of questionnaire examined the extent of listening difficulties related to content. It is clear from table (3) that the items (4 and 2)

The Difficulties of Learning Listening Skill for Young Learners Through Teachers' Perspectives

extent highly in content. The four item is the first, the percentage of it is 74.6%. The second item is the second, the percentage of it is 72%. The lowest two items in this domain are number three with percentage 67% and number one with percentage 70%. This indicates that the most important difficulties face learners in learning listening skill are listening activities are difficult and passage of listening activity is long.

Question four

To answer the fourth question that says: Are there are any statistically significant differences

($\alpha \leq 0.05$) between teachers responses at learning difficulties questionnaire due to gender?

(male – female). The hypothesis of this question is: There are no statistically significant difference ($\alpha \leq 0.05$) between teachers responses at learning difficulties questionnaire due to gender? (male – female).

To answer this question to find the significant differences between sample study from the male teachers (n=18) and female teachers (n=22) at their responses at questionnaire through their perspectives by using (Mann-Whitney -u Test) and the following table clarifies this:

Table (13)

Mann- Whitney -U Test clarifies the differences between sample study of male and female at responses at the domains of the questionnaire and all questionnaire.

According to previous table the (u-value) of the first domain of the questionnaire equal (156) and it is not significant at (0.05) and it means there

No.	domain	Gender	N	Ranks mean	Ranks Total	u-value	z-value	Sig.	Sig. level
1.	First domain	Male	18	22.83	411	156	-	0.252	not sig. at (0.05)
		Female	22	18.59	409		1.144		
2.	Second domain	Male	18	20.11	362	191	-1.92	0.848	(0.05) not sig. at
		Female	22	20.82	458				
3.	Third domain	Male	18	22.81	410.50	156.5	-	0.258	(0.05) not sig. at
		Female	22	18.61	409.50		1.132		
All questionnaire		Male	18	22.97	413.50	153.5	-	0.226	(0.05) not sig. at
		Female	22	18.48	406.50		1.211		

are no statistically significant differences between responses sample study of the first domain due to gender.

According to previous table the (u-value) of the second domain of the questionnaire equals (191) and it is not significant at (0.05) and it means there are no statistically significant differences between responses sample study of the second domain due to gender.

According to previous table the (u-value) of the third domain of the questionnaire equals (156.5) and it is not significant at (0.05) and it means there are no statistically significant differences between responses sample study of the third domain due to gender.

According to previous table the (u-value) of all questionnaire equal (153.5) and it is not significant at (0.05) and it means there are no statistically significant differences between responses sample study of all questionnaire due to gender.

The fourth question inquires about the effect of gender on the difficulties of learning listening skill for young learners through teachers' perspectives .As for the effect of this independent variable, it has been found that the teachers' gender has no significant effect on the difficulties of learning listening skill for young learners through teachers' perspectives. This result is due to the vast majority of male and female teachers who have had the same qualifications and received the same training by both the Ministry of Education in Gaza and also they have the same supervisors in Directorate of Education-Rafah .

Question five

To answer the fifth question: Are there are any statistically significant differences ($\alpha \leq 0.05$) between teachers responses at learning difficulties questionnaire due to learning experience year? The hypothesis of this question is: There are no statistically significant differences ($\alpha \leq 0.05$) between teachers responses at learning difficulties questionnaire due experience years.

To answer this question the researcher used one -way ANOVA to reveal the differences between responses sample study at the domains of questionnaire and all the questionnaire according to experience years (from 5 and less than 10), (from 10 and less than 15), and (more than 15) according to the following table.

The Difficulties of Learning Listening Skill for Young Learners Through Teachers' Perspectives

Table (14)

Values of one- way ANOVA to know the means responses sample study according to experience years (from 5 and less than 10), (from 10 and less than 15), and (more than 15).

No.	domain	Source of differences	Sum squares	frequencies	Mean squares	f-value	Sig. level
1.	First domain	between groups	316.025	2	158.01	2.766	not sig. at(0.05)
		within groups	2113.875	37	57.132		
		Total	2429.900	39			
2.	Second domain	between groups	16.538	2	8.269	0.479	not sig. at(0.05)
		within groups	638.438	37	17.255		
		Total	654.975	39			
3.	Third domain	between groups	86.100	2	43.050	2.302	not sig. at(0.05)
		within groups	691.875	37	18.699		
		Total	777.975	39			
All questionnaire		between groups	966.088	2	483.04	2.675	not sig. at(0.05)
		within groups	6684.313	37	180.60		
		Total	7648.400	39			

According to the previous table, each domain in the questionnaire and all questionnaire there are no significant at (0.05) and it means there are no statistically significant differences between responses sample study of all questionnaire due to experience years.

The fifth question inquires about the effect of the teachers' experience the difficulties of learning listening skill for young learners through teachers' perspectives. The findings of the study haven't revealed any statistically significant differences due to the experience variable. This can be attributed to the experience of teachers approximately the same.

Recommendations

According to the findings of the research, the researcher suggested the following recommendations:

- Teachers give pupils more guidance on how to listen.
- Teachers use English inside the classroom and in this way pupils get used to listening English.
- The Ministry of Education provides training courses for teachers on how teaching listening strategies.
- Curriculum designers take into consideration listening skill while setting the educational objectives of the English curriculum.
- The researchers do more research about listening difficulties.
- The researchers do more research about solutions of listening difficulties.
- The Ministry of Education should think of establishing English Club at schools where students can see others especially with native speakers who are invited for this purpose.

References

1. **Abu Hatab, A.M.(2010).** *The Effectiveness of a Suggested Program on Improving Listening Comprehension Achievement through Aural Authentic Materials for Al Aqsa University English Majors*, M.A thesis, The Islamic University of Gaza, Gaza.
2. **Al Sofi, A. (2008).** *The Difficulties of Teaching English Novel for the Eleventh Grade From the Teachers' Perspective in Gaza*, M.A thesis, The Islamic University of Gaza, Gaza.
3. **Barker, L. (1971).** *Listening Behavior*. Englewood Cliffs, NJ: Prentice-Hall.
4. **Anderson, A. and Lynch, T.(1995).** *Listening*. Oxford University Press.
5. **Assaf, A. H.(2015).** *The difficulties Encountered by EFL Learners in Listening Comprehension as Perceived by ELC Students at Arab American University – Jenin*, M.A thesis, Al-Najah National University, Nablus- Palestine.
6. **Banat. Sh.A. (2015).** *A Survey of the Techniques Jordanian EFL Primary –Stage Teachers Use in Teaching English Listening Skill*, British Journal of Humanities and Social Sciences 51 April 2015, Vol. 13
7. **Genc, B. (2007).** *An Analysis of Communication Strategies Employed by Turkish- Speakers of English*. Doctoral Dissertation, The Institute of Social Sciences, Department of English Language Teaching, Cukurova University, Adana: Turkey.
8. **Goh, C.(2000).** *A cognitive perspective on language learners' listening comprehension problems*. System, 28, 55-75.