



Need Analysis for EFL Listening Skills at the ELI

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Bio-data

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Abstract

This paper analyzed the results of a questionnaire survey of students' listening needs and compared the results to students' exam results and ELI listening objectives. It was completed by 104 students at the foundation year at ELI. It was the first time to carry out a need assessment with regard to listening skills among ELI students. The analysis and the comparison aimed to answer attempt to answer two basic questions: what are the barriers that hinder our students' listening skills progression? and what are their needs in term of listening skills? It has been found that there is a gap between students' need and what they have been taught in ELI in terms of listening comprehension. Therefore, it is hoped that the findings of this research help to contribute to better understanding of our students' needs and evolving the curriculum accordingly.

Key Terms: need analysis, EFL, ELI, listening skills, students' needs, Headway Plus Curriculum

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1- Introduction

Students' needs are the core of any curriculum designed in which there should be a detailed need analysis conducted. The success of any program relies heavily on the conducted need analysis due to the fact that it is the backbone which underlies program goals and objectives (Richards, 2001). Therefore, need analysis is the paramount element that should be considered in designing EFL programs and questioned while considering the English four skills (listening, speaking, reading, and writing). All the skills are significant albeit acquiring some of them depend on the acquisition of others. In other words, acquiring a skill will entail the acquisition of others. Listening is considered a key stone that underlies all skills. Asher, Postovsky, Winitz and Krashen (Nurul, 2012) brought the attention to the significance of listening as a tool for understanding and stressed its role in facilitating language learning. It is the skill that is used most frequently in classrooms (Ferris, 1998; Murphy, 1991; Vogely, 1998). It is found that portion of verbal communication time spent by college students was 52.5 percent in listening, 17.3 percent in reading, 16.3 percent in speaking, and 13.9 percent in writing (Barker, Edwards, Gaines, Gladney, & Holley, 1980). Moreover, Listening skills prove to be important in foreign and second languages acquisition because globalism is increasing drastically and media such as radio, television, and the internet becomes forums for English communication (Ishler & James Mitchell, 2010, p. 1-30). However, learning and acquiring this skill is relatively difficult due to its vague nature.

“Listening is probably the least explicit of the four language skills, making it the most difficult one to learn. It is evident that children listen and respond to language before they learn to talk. When it is time for children to learn to read, they still have to listen so that they gain knowledge and information to follow directions. In the classroom, students have to listen carefully and attentively to lectures and class discussions in order to understand and to retain the information

for later recall. Teaching listening can be hard for teachers and students both. Students who are fine with speaking at their own pace and reading may have trouble listening to a recording that is a regular-speed conversation. Listening is often confusing for an English learner”.

(Ghaderpanahi, Leila, 2012, p. 146)

Although the difficulty of teaching the listening skill was clearly stressed, its importance in facilitating the acquisition of a foreign or second language is well acknowledged. A child should listen before being able to speak. Students also should listen before speaking or reading, even if they acquire such skills they still should listen because listening will help them to map their thoughts and the material they intend to read. In the same vein, Krashen, (1982) has articulated that learners are increasing and expanding language competence through vigorously listening and processing the language they hear. The importance of listening skills become apparent

Therefore, comprehensive need analysis for EFL Listening skills should be conducted in any EFL/ESL contexts in order to design a program that match the students' listening skill needs to ensure program efficiency.

In the English Language institute (ELI), where I work, the picture is not clear about whether a gap exists between students' needs in terms of listening skills and what they have been taught. However, it is discernable that students are deficient in listening skills and this has been reflected in their final results and their level of proficiency. Actually, what they are learning regarding the listening skills in ELI does not suffice to ensure their listening proficiency. In addition, it does not enable them to comprehend speech, class discussion and teachers' instruction. This has been reflected in their constant request to translate classroom instructions and teachers' explanation in Arabic. Hence, students' bad results, their low proficiency level and their persistent request for translation embody a real problem that exists in ELI and with our EFL program regarding listening skills.

Therefore, the focus in this paper will be on the listening skills due to their importance and our students struggle badly with it. The researcher is going to conduct needs analysis for EFL listening skills at the Eli to identify their present needs and compare them with Eli goals and objectives to figure out if there is a gap that need to be bridged. This paper aims to spot our students' needs to contribute to better understanding of their needs. In addition, this paper hopefully will contribute to modifying and evolving the current Eli curriculum to match students' plausible needs to elevate their proficiency levels.

By reviewing literature in this field, this paper will attempt to answer two basic questions: what are the barriers that hinder our students' listening skills progression? what are their needs in term of listening skills ?

2. Literature review

2.1 Need Analysis

One of the principal convictions of curriculum development is that a reliable educational program should be based on an analysis of learners' needs. Need analysis is important because it ensures the success of the program and achieves its aims which are embodied in students' success in learning language. Need analysis refers to the procedures and activities that collect information about students' need then validate and prioritize those needs to be the foundation for designing and evolving a curriculum that matches those needs (Richard, 2001). This concept has existed in language education world for more than 3 decades. In 1960, need analysis emerged as an indispensable part of designing curriculum development (Richard, 2001). Actually needs analysis is a process that caters for students' needs and consider it while designing a curriculum. Richtercih (1972) postulated the first model of need analysis in language education. Later, the concept was used to delineate the content and objectives of the program of language instruction identified with ESP movement during 1960s and

1970s (Richterich, 1972). The demand for employing need analysis in language teaching has increased drastically. By the 1980s, needs-based philosophy has been considered in language teaching programs especially in regard to ESP and Vocationally oriented program design (Richard, 2001).

Many researchers have acknowledged the importance of this process in designing curriculum. However, they have interpreted it from different points of views. Munby (1978) deems that need analysis is designed to enable adjusting and modifying language courses to suit the needs of groups of students working on various countries at different levels of proficiency and with a variety of objectives in mind. This view seems to diminish the role of needs analysis since it is not restricted to students who work on different countries. Its role exceeds this concept since it is beneficial in EFL courses. However, I think Munby is stating a positive feature of the language curriculum as opposed to a cultural limitation. On the other hand, Yalden (1983) holds the belief that need analysis constitutes a paramount stage of curriculum development in many types of language teaching. It serves as a key source of input for decision to be made in regard to content, objectives, and treatment strategies. Richard, Platt and Weber (1985) agreed with Yalden in his belief. They have the conviction that needs analysis is to know and detect the language learners' needs and the process of prioritizing those needs. This states that the purpose of needs analysis is to learn why the learners study language. In addition, what aspects of language they need to study and to what degree they need to study. The above two views demonstrate exactly the role of needs analysis and its importance. It identifies students' needs which are utilized into objectives and goals that underlie the curriculum. This is what actually this research advocates since it encourages conducting needs analysis for EFL learners at ELI. Furthermore, according to Iwai (1999), the term needs analysis embodies the activities that are engaged in collecting information. These activities and information underpin developing a curriculum that will meet the needs of a specific group of students.

All these different interpretations concur that needs analysis play a focal role in the process of designing and carrying out any language course. Richard's statement (2001) about needs analysis seems to summarize the above arguments. He maintains that needs analysis can be used to find out what language skills a learner needs in order to perform a particular role. In addition, it can be used to help decide if an existing course appeals to students' needs and to detect a gap between what students are able to do and what they need to be able to do. Moreover, it can be used to gather information about particular problem learners is experiencing.

“Needs analysis may be the preferred basis for design because of the concept of learner authenticity, and because a direct link can be drawn from needs to aims to course design, classroom implementation, and evaluation”.

“Seedhouse, 1994, p. 59”

Drawing upon the above review, the importance of conducting needs analysis before setting up any EFL program is apparent. This is because it underpins course goals, and layout. In addition, students are the assets of any program and matching their needs would ensure their successful learning which is the aim of any program.

2. 2 Listening Skills

“Listening comprehension is anything but a passive activity. It is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance”

(Vandergrift, 1999, p. 168)

Listening plays a vital role in facilitating language learning. It is very complex process as well as important. Thus it needs careful attention in teaching. Language instructors should be aware of the process and the importance of listening skills to attempt to adopt and create some ways and technique

to teach it effectively. “Listening comprehension is a highly integrative skill. It plays an important role in the process of language learning/acquisition, facilitating the emergence of other language skills” (Vandergrift, 1998, p. 170). Its importance is drawn from the fact that it has a key role in developing the other skills. It has been asserted that over 50 percent of the time that students spend performing in a foreign language will be dedicated to listening (Nunan, 1998). Listening comprehension occupies more time than other skills whether in class or out of the class since before students speak they need to listen to questions or speech to answer or comment. Moreover, before students read they need to listen to instructions, to the purpose of their reading and their task. According to Nord (1980), some people deem that learning a language does not only encompass learning to talk. However, they viewed learning a language as constructing a map of meaning in the mind. They hold the belief that practice in talking is not the best way to build up this cognitive map in the mind albeit it indicates that language was learned. This view suggests that listening as opposed to talking is the best way to construct a cognitive map in the mind. Based upon such view of language learning, listening is the way of learning a language. It supplies the learner with information that helps to build up the necessary knowledge for using the language (Nation & Newton, 2009). Through listening, language and knowledge are acquired that is why it is important and deserve careful attention.

In studying English, most tertiary students in Saudi Arabia face problems with listening skills and struggle to improve their listening ability (Mohammad, 2012). Relying on such claims about the importance of need analysis and the listening skills, a need analysis for EFL listening skill in ELI will be conducted.

3. Methodology

This paper followed a quantitative and qualitative method since it is based on the data of questionnaire and the analysis of students' exam results and the listening objectives. Therefore, a survey questionnaire has been adopted and sent to students at different levels at the ELI to explore different needs. Then the results has been collected and analyzed statistically to figure out students' common problems and difficulties with regard to listening skills. It is very critical to know students' perspective in regard to course content since they are the assets of any educational program. Moreover, documents analyses which encompass a copy of students exam results and a copy of ELI listening objectives of the four levels has been used to compare it with the results of surveys.

3.1 Research Design

The researcher found that the most appropriate design for the study was mixed research methods, which involved using a survey to gather information for scientific purposes from a sample of a population, and analyzing students' listening results and the listening objective. A mixed-method research design is a procedure for collecting both quantitative and qualitative data in a single study, and for analyzing and reporting data based on a priority and sequence of information (Creswell, 2002). To ensure credibility, the research has triangulation of tools that refers to using one more than instruments. "It refers to the use of more than one approach to the study of a research question in order to enhance confidence in the ensuing findings" (Fred & Perry, 2005). This is because this paper depends on two tools which are questionnaire and documents analyses which encompass a copy of students' exam results and a copy of ELI listening objectives of the four levels. Moreover, it is a descriptive study.

3.2 Tools and Data-collection Procedure

In this study, the questionnaire survey of need analysis for nonnative speakers has been adopted from Richard's (2001) work. Richard (2001) designed this questionnaire as a part of a study conducted by

the institute of language teaching and learning at Auckland University. This study aimed to identify what the language needs of students whose mother tongue is not English attending the university and whether these needs are met. It was translated into Arabic to ensure students' full understanding of each question and alleviate L2 effects on students' understanding of the questionnaire. The questionnaire aims to identify students' beliefs, opinions and attitudes toward listening skills in the ELI program. It has been piloted before the official distribution.

Google form was used to build up the questionnaire and analyze the responses due to its easy and accurate way of designing and getting the analysis along with graphs or charts. It consists of two parts: the first part attempts to obtain background information of participants which includes names and level, etc. Supplying names were optional to encourage them answer the questions frankly. The second part addresses primary problems that students may face in English classes with respect to listening comprehension. The second part revolves around two major themes: troubles that students often encounter and the reasons behind difficult understanding of lectures and students. Moreover, a document analysis has been done which comprises an analysis of a copy of students' listening results of the mid module and final and analysis of the listening objectives. These analyses of the objectives and students' exam results have been conducted to compare its results to the results of the questionnaire to pinpoint that if they match each other. These results belong to the first quarter. The analysis of the result along with the objectives has been compared to the results of questionnaire.

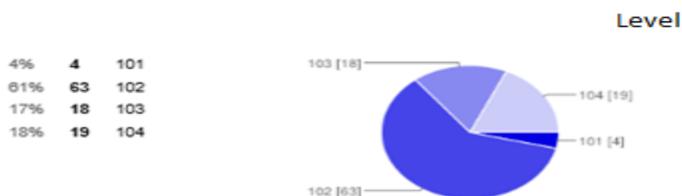
3. 2 Participants and Setting

The participants were students at the foundation year at ELI at KAU. The strategy that is used for choosing the participants was convenience sampling since the sample was the students at the foundation year at ELI and it is impossible to have access to all of them. Convenience sampling refers to having participants from available population since the access to all members of the entire

population is impossible (Fred & Perry, 2005). The sample was from ELI at KAU and it includes 104 students. They were at different levels to ensure including different points of views from different people at different levels of proficiency. Moreover, the researcher intended to include all levels because the Listening objectives of all levels were analyzed. Students were codified to 4 levels in English according to a placement test they underwent before joining the university. This test has been designed by Oxford University. This institution also supplies the ELI with our course book which is entitled *Headway plus*. This series encompasses 4 books divided with respect to the 4 levels.

4. Data analysis and Results

Information is organized in figures in order to see them visually and clearly. As It is shown in the below pie chart, the responses represent the opinions of 4 students from 101, 63 students from 102, 18 students from 103, and 18 students from 104.

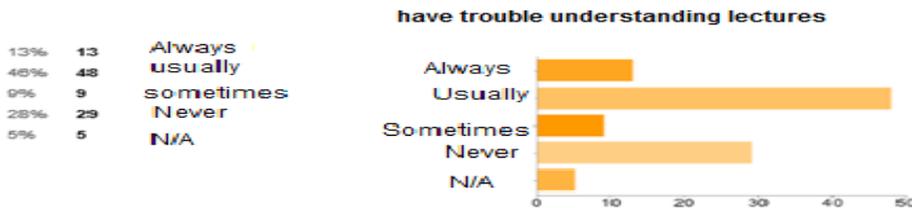


Analysis of the data will be divided into two categories in accordance with the questions division in the questionnaire:

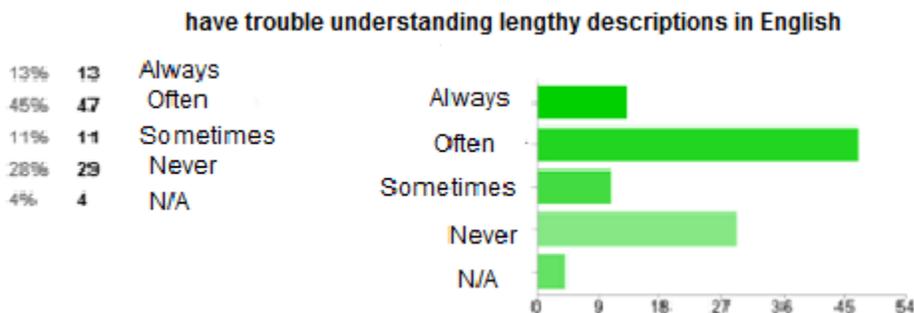
4.1 Troubles that students often encounter

As far as the troubles that students often encounter are concerned, the results show most of the students usually find difficulty in understanding English lectures. On other hand, only 25% did not find any difficulty as it is shown in the below graphs. While 13% of students always find difficulty and 9% of students only find sometimes difficult. This means most of the students find difficulty in understanding English lectures. This indeed indicates the existence of serious problem. As the second

graph represents, this result is supported by that more than half of students ask teachers questions to clarify the material they have been taught while this percentage decreased to be 12% representing those who do not need to ask.



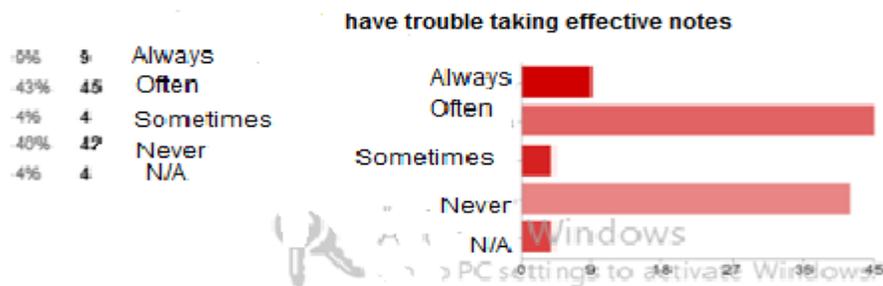
According to the below graph, the second problem that students encounter is suffering to understand lengthy descriptions in English. About half of the students usually have difficulty understanding lengthy descriptions. The percentage decreased sharply to represent those who do not have such difficulty. The percentages that have been illustrated above signify that students greatly suffer with listening skills.



The below graph, represents the third problem that students face. 44% of students have difficulty in understanding informal English. On the other hand, 31% of students do not face such problem. While 9% of students always encounter such problem and also 9 % of them sometimes encounter such problem. This manifests that more than half of the students struggle to understand informal English.

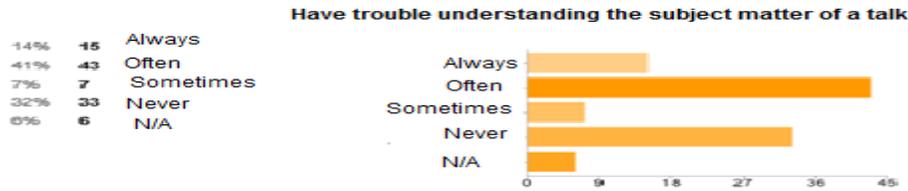


According to questionnaire results, the fourth problem that students encounter is taking effective notes. As it is shown in the below graph, 43 % of students usually face problems in taking effective notes. On the other hand, 40% of students do not face such problem. While 9% of students always face such problem. These percentages indicate that more than the half of students has a difficulty in taking effective notes which constitutes a huge problem.

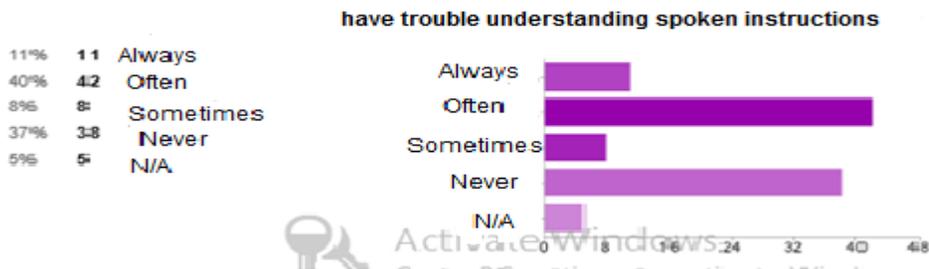


As the below graph illustrates, the fifth difficulty students have is with understanding the subject matter of a talk. 41% of the students often have problems understanding the subject matter of a talk. In addition, 14% of them always face such difficulty, and 7% of them sometimes encounter such problem. On the other hand only 31 % of the students do not face such problem. These percentages

reflect that around 70 % of the students encounter such a problem. These results indicate that they have deficiency in listening skills.



The below graph, embodies the sixth difficulty that is encountered. 40% of the students usually have difficulty in understanding English language instructions. Furthermore, 11% of them always face such problem and 5 % of them sometimes encounter such difficulty. Nevertheless, 38% of them do not have such experience. The graph reflects that 56 % of the students encounter such problems. This demonstrates that more than the half faces such difficulty which manifests the existence of problems with their listening comprehension.



4.2 The reasons behind difficult understanding of lectures and students

Students encounter problems understanding their classmates and teachers because of many reasons. In this Questionnaire, the most common 4 reasons have been addressed. In addition, students have been asked to choose how often they have such reasons that entail their difficult understanding of the lecturers and students.

According to the below graph, talking fast is the most common reason students have for not understanding their interlocutors. 44% of the students usually face such problem that hinders their understanding to Lecturers and students. While 35% of them sometimes have the same reason that hinder their understanding. On the other hand, 21% of students do not have this reason. It is lucid that talking fast constitutes a huge barrier to students to understand their instructors and colleagues.

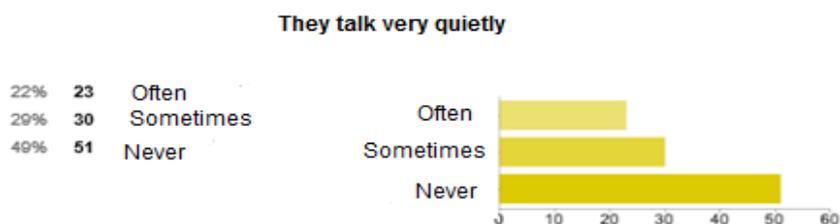


The graph below represents the second reason that entails the difficulty in understanding students' lecturers and classmates. 40% of the students usually do not understand lectures and other students because the interlocutors' accents and pronunciation are different from what students get accustomed to. 28% of the students sometimes have the same reason for not comprehending their lecturers and classmates while 32% of them do not have such reason. Teachers' different back grounds that results in their diverse accents and pronunciation is a real problem that impedes students' understanding of their lectures.



The graph below embodies the third reason that justifies students' problem of not understanding their lecturers and classmates. 23% of students can not usually understand instructors or their friends

because they speak quietly. 29 % of them sometimes have this reason. On the other hand, 49% of them do not have such reason.



The graph below, demonstrates the fourth reason that entails students’ problem of not understanding their lecturers and classmates. 37% of students can not usually understand instructors or their friends because more than one person speaks at the same time. 25% of them sometimes have this reason. On the other hand, 38 % of them do not have such reason.



Furthermore, some students supply other reasons that underlie their difficulty in understanding teachers and other students. Using new and difficult terminology while speaking is one of the reasons. Second, students also complain about the instructor’s voice which is so low and quiet. Third, students also complain about ambiguous purpose of discussion in the class and the questions are not clear or direct. In addition, some students complain about the unclear pronunciation of some instructors especially Asian and Indian instructors. Long hours also cause distraction which entails difficulty in

understanding. Some students also need the teachers to repeat some words and sentences or information to understand and the teachers did not do so.

5. Discussion

The discussion will be organized in accordance with research questions :

5.1 What are the barriers that hinder foundation year students' listening skills progression?

Drawing upon the data above, several reasons have been identified responsible for hindering students' listening comprehension. These reasons include: Speaking fast, speaking quietly, different accents and pronunciation, and a group of people talking at the same time. In addition, using new and complex terminologies hinder students' comprehension. This is confirmed by Underwood. Underwood (1989) affirms seven causes of impediments to effective listening comprehension. First, listeners cannot manipulate the speed of delivery. He says, " 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). This is connected to what findings indicate that one of students' main problems that impede their listening comprehension is fast talking. Griffiths (1990) construes that a slower rate of speech brings about better comprehension scores than fast and average rates. Our students suggest to solve such problem that teachers should speak a bit slower.

Second, students cannot constantly have words repeated. This is a critical problem in learning situations. In the classroom, students do not have the decision whether or not to replay a recording or a section of a recording. Teachers decide what and when to repeat listening passages; however, it is arduous for the teacher to judge whether or not the students understand any particular section of what

they have heard (Underwood, 1989, p. 17). Third, listeners have a limited vocabulary. “Lexical competence is at the heart of communicative competence” (Meara, 1996a, p. 35). Vocabulary is a key element in having listening comprehension. The teachers may use words the students do not know. Students sometimes encounter an unfamiliar word which may cause them to stop and think about the meaning of that word and thus cause them to miss the next part of the speech. Kelly (1991) examined listening errors made by advanced EFL learners when transcribing passages from BBC radio news recordings and deduced that lack of vocabulary knowledge is the central obstacle to effective listening comprehension for these learners. Fourth, students may fail to identify the signals which denote that the teacher is moving from one point to another, giving an example, or repeating a point. Fifth, students may have no contextual knowledge. Sharing mutual knowledge and interesting content makes communication easier. Sixth, it can be difficult for listeners to focus on a foreign language. Conversation and listening classes become easier when students find the topic of the listening passage interesting. Nevertheless, students sometimes feel listening is very exhausting even if they are interested because it necessitates a gigantic amount of energy to follow the meaning. Seventh, students may develop certain learning habits such as insisting on understanding every word. Teachers help students to develop such habits by triggering them to understand every word they hear by repeating and pronouncing words carefully, and by speaking slowly and so on. As a result, they incline to become anxious if they fail to comprehend a particular word or phrase and they will be hindered by the failure. It is necessary for students to tolerate elusiveness and incompleteness of understanding (Underwood, 1989).

5.2 What are ELI students’ needs in term of listening skills?

In terms of the results of the questionnaire, students’ needs have been identified. For example, students need to recognize their English lectures. "In the classroom, students have to listen carefully and

attentively to lectures and class discussions in order to understand and to retain the information for later recall" (Ghaderpanahi, 2012, p. 2). If students could not grasp the gist of lectures, learning language would be hindered and consequently stopped and failed. In addition, they need to learn how to take effective notes and how to ask for repetition or clarification. "Researchers and educators have been aware that more time is spent in listening than in other components of the communication process, and that most school instruction occurs in a speaking-listening context" (Devine, 2013, p. 152). Listening is not a passive skill, conversely it is interactive. The listener needs to stop and ask for clarification or repetition of a specific part to grasp the meaning. Otherwise, learning would not continue. Moreover, they need to recognize lengthy description in English and instructions as well. Furthermore, they need to identify the subject matter of a talk. "Listening plays a significant role in daily communication and educational process" (Pourhossein & Reza, 2011, p. 977). A foremost need is to identify different accents and pronunciation due to the variety of students' teachers' background. It has demonstrated that listening to nonnative speakers is effective if listeners share with the speakers the mother tongue while it becomes difficult if not. Major conducted a case study to prove such issue. *"Four groups of 100 listeners, whose native languages were Chinese, Japanese, Spanish, and standard American English, heard brief lectures presented in English by speakers with different native languages and answered questions based on the lectures. The results indicated that both native and nonnative listeners scored significantly lower on listening comprehension tests when they listened to nonnative speakers of English, native speakers of Spanish scored significantly higher when listening to Spanish-accented speech, and native speakers of Chinese scored significantly lower when listening to speakers who shared their native language"*

Our students indeed strive to understand some Indian and Asian accents. In addition, a paramount need is learning and using new and different vocabularies and terminologies. Learning new vocabulary is

necessary to overcome the listening comprehension difficulty of not understanding teachers or other students. “The depth and breadth of vocabulary knowledge were highly correlated with listening comprehension” (Stenius, 2009, p. 596). The findings also draw the attention to the need for unequivocal focus on expanding students’ vocabulary size to enable them achieves a lexical understanding of the input. “A very important part of learning a new language is mastering the vocabulary of that language” (Stieglitz, 1983, p. 71). Learning a new language won’t be successful without learning its vocabulary since its indispensable part of any language.

5.3 A comparison between students’ results and ELI Listening objectives and the results of the questionnaire.

Getting and analyzing the questionnaire results are not the final step in this research because the researcher aims to identify students’ present needs. The researcher also aims to find if there is a gap between their actual needs and what they have been taught in the ELI with respect to listening skills. Therefore, In order to accomplish such aim, the researcher should draw a comparison between students’ results and ELI Listening objectives and the results of the questionnaire.

5.4 Students’ results VS Questionnaire results

After examining the questionnaire results, the researcher purposely drew a comparison between its results and students’ exam results to pinpoint if both results are correlated. Moreover, the comparison aims to find if students’ listening comprehension problem are reflected in their exam results. The researcher intended to see their marks because the questionnaire results indicated that students struggle badly with this skill. Therefore, the researcher chose randomly a copy of students’ results of mid module exam to ensure credibility. The class has 26 students that are at level 103. The full mark of listening in this exam is 13. The researcher classified students' marks into three categories to make the comparison easy. These categories are: student who got full mark, those who got less than the full

mark and above the half, those who got half the full mark and less. When the researcher examined the results of students, it is found that only 6 students out of 26 scored the full mark. This number constitutes 23% of students. On the other hand, 5 students got 6.5 or less which means they got half or less than the full mark. This constitutes 19.23% of students. The other 57% of students got between 11 - 7.

In addition, the researcher chose randomly another copy of students' results but it belongs to final exam. The researcher also did the same classifications. The researcher classified students' marks into three classes to make the comparison easy. These categories are: student who got full mark, those who got less than the full mark and above the half, those who got half the full mark and less. The class has 14 students that are at level 103. The full mark of listening in this exam is 16. When the researcher analyzed the students' results, it is found that none of them got the full mark. Nevertheless, 10 students got 8 or less which indicates that they got half or less than the full mark. This represents 71.43% of the total students' number. The other 28% of students got between 12- 9.

The analysis of the two copies of results signifies that the questionnaire results and students' results are correlated. The comparison implies that our students struggle badly with listening skills. Their marks do not indicate effective high level of proficiency at this skill.

5.5 ELI listening objectives VS Questionnaire results

After analyzing the Questionnaire results, The researcher obtrusively drew a comparison between its results and ELI listening objectives to spot if there is a gap between the questionnaire results and the objectives and to figure out if the objectives cater for students' listening comprehension needs. After examining ELI objectives of the listening skills, it is found that the objectives seem to be related to the activities in the class. No one of them serves to help students identify different pronunciation or

accents. Beyond that no one of the objectives serve to help students to take effective notes or help to expand their vocabulary size. In addition, the objectives do not underlie activities that help to locate the subject matter of a talk. This signifies the existence of a gap between students' needs and ELI actual listening objectives.

In effect, the discussion above suggest that the problems lie mostly with the teacher and the material

6. Recommendations and Pedagogical Implication

1. Listening classes should be increased to give more chances to the students practice their listening skills
2. Listening comprehension lessons must have explicit goals. These goals should cater for students' plausible needs.
3. Teachers should help students identify their listening strategy, strengthen them and create new ones.
4. Teachers should help the students to get the necessary knowledge of pronunciation. In addition, teachers should focus on some aspects which encompass stress, weak forms, assimilation and intonation.
5. Teachers should encourage students to have more listening in their spare time.
6. Teachers should foster students to talk about their listening problems and recommend a solution to solve it.
7. Teacher should use authentic texts in the class. It is the specific evident that using authentic aural texts in the specific context it was used, had a positive effect on students' processing of listening comprehension (Ghderpananhi, 2013).

8. Listening comprehension lesson should afford a communicative urgency for remembering in order to improve concentration. This urgency, which along with concentration is a vital factor in remembering, should come not from the teacher, but from the lesson itself. This is achieved by giving the students the writing assignment before they listen to the material.

9. Listening comprehension lessons should emphasize on conscious memory work. One of the goals of listening is to strengthen the students' immediate recall in order to increase their memory spans.

"Listening is receiving, receiving requires thinking, and thinking requires memory; there is no way to separate listening, thinking, remembering" (Gilakjani, 2011, p. 85).

10. Listening comprehension lessons should entail teaching rather than testing. In other words, the purpose of checking the students' answers should be viewed only as feedback, as a way of letting the students' find out how they did and how they are progressing. There should be no pass/fail attitude associated with the correction of the exercises (Paulston & Bruder, 1976).

11. Teachers' books should have a part that supply some information about theories on listening training, the nature of listening, information processing, listening strategies, problems students may face, and how to solve them.

12. Textbooks and teacher's books should supply a framework of activities which are integrated with listening strategies: pre-listening, while-listening and post-listening. These words demonstrate that these activities should be implemented at three different stages in the classroom teaching of a listening text. Pre-listening activities can be subdivided into readiness activities, and guidance activities (Medley, 1977). Readiness activities point to trigger students' prior knowledge by reading the title, new words of the text, sometimes by looking at the pictures given before the exercises in textbooks, and also by asking provoking questions or introducing some background knowledge. Guidance activities aim to guide students' attention to specific aspects of language input by letting them bear

certain purposes in mind in advance. Teachers should direct students' attention to the value and purpose of these strategies, and teach them how to use the strategies and censor their own use as one part of guidance activities. In the second stage of classroom teaching, while-listening activities are designed for students to practice those strategies considered advantageous when actually receiving auditory input. In addition these activities help to develop a good habit of vigorously participating in the understanding process instead of being passive receivers or vessels. The final stage of teaching a text encompasses post-listening activities, which consist of two kinds of activities: comprehension activities (Medley, 1977) and evaluation activities. Comprehension activities concentrate on checking understanding of English itself and interpretation of the text. Students are asked to do some question-oriented exercises, which test students' comprehension and memory. Evaluation activities are intended to evolve students' self-evaluation strategy to make them more efficient listeners. In order to provide our students with opportunities of practicing oral English in a practical situation, we can have one more type of post-listening activities: production activities which aim to stimulate students' oral ability.

7. Conclusion

Need analysis is a crucial and indispensable step in devising curriculum and evolving them due to the fact that it is a keystone in tailoring objectives that match students' credible needs.

Listening skills are very significant in Languages acquisition. It underpins the success of mastering other skills. Therefore, this study is an empirical analysis of EFL students' listening needs at ELI at KAU. The aim of this is to identify students' needs and problems in terms of listening skills and compare those needs and problems to the actual objectives of ELI listening skills. This is to pinpoint if there is a gap that need to be bridged between students' credible needs and what they have been taught in ELI with regard to listening comprehension. The analysis sample consists of 104 students

at the foundation year at ELI. The findings manifest the existence of a gap between student's actual needs and ELI objectives and materials in terms of listening skills. More than half of the participants express their urgent need to learn how to take effective notes and how to ask for repetition or clarification in English. Moreover, they need to identify lengthy description in English and instructions as well. In addition, they need to recognize the subject matter of a talk. Furthermore, a crucial need is to identify different accents and pronunciation due to the variety of students' teachers' background. In addition, a paramount need is learning and using new and different vocabularies and terminologies that are related to different areas. Learning new vocabulary is crucial to overcome somewhat the difficulty of not understanding teachers or other students. On the other hand, by scrutinizing the EII listening objectives, it is found that they do not serve to accomplish such needs.

In addition, this research points out some common problems that students face and impede their listening comprehension such as weird pronunciation, new vocabulary, and fast speaking. Such problems are serious and should be handled to improve students' listening proficiency level.

This study should be exploited to reform and evolve curriculum, and teaching methods in terms of listening skills. Moreover, this paper helps to bridge the gap between the curriculum and students' needs.

7. Limitations of this Study

This paper generates important findings with regard to EFL listening students' needs, though there are some limitations.

The participants in this study are only 104 out of 2000, so they may not represent all students' needs. It is difficult to include more numbers in the analysis and impossible to include all the students.

Moreover, they belong to one campus out of 3 campuses because of the difficulty of getting access to all campuses.

Teachers' views have not been addressed in this study because of time shortage. Their opinions and views with regard to students' listening need and EIL curriculum are significant because they are in contact with students on a daily-basis and they can figure out some of their needs. Therefore, there is a need to conduct more studies about the same topic and include teachers' views.

Furthermore; the lack of prior research studies on the topic constitutes a huge problem to me since prior research studies form the basis of the literature review and helps lay a foundation for recognizing the research problem I am examining. Therefore, more researches about the same topic are crucially required.

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Appendixes

Appendix 1

The questionnaire was adopted from Richard, Jacks. (2001). Curriculum Development in Language Teaching. Cambridge: the press Syndicate of the University of Cambridge

E. Listening Skills

How often do the following happen to you?

	Always	Often	Sometimes	Never	N/A
1. Have trouble understanding lectures.	1	2	3	4	5
2. Have trouble taking effective notes.	1	2	3	4	5
3. Have to ask staff questions to clarify material you have been taught.	1	2	3	4	5
4. Have trouble understanding lengthy descriptions in English.	1	2	3	4	5
5. Have trouble understanding spoken instructions.	1	2	3	4	5
6. Have trouble understanding informal language.	1	2	3	4	5
7. Have trouble understanding the subject matter of a talk, i.e., what is being talked about.	1	2	3	4	5
8. I also have difficulty with (please specify):	1	2	3	4	5

I have problems understanding lecturers or other students because:

	Often	Sometimes	Never
9. They talk very fast.	1	2	3
10. They talk very quietly.	1	2	3
11. Their accents or pronunciation are different from what I am used to.	1	2	3
12. More than one person is speaking, e.g., in group discussions.	1	2	3
13. Other (please specify):	1	2	3

Appendix 2
Listening Objectives

Module 1 Listening SLOs

Level 101

LISTENING- 3	<ul style="list-style-type: none"> · Can record significant details (e. g. names, places, numbers, dates, prices, and time) from speech which is very slow and carefully articulated, with long pauses to assimilate meaning. · Can follow a short listening text about familiar topics**** which contains familiar words and phrases*, delivered in slow, carefully articulated, repeated speech. · Can follow simple instructions and directions to places on a map when speech is slow and contains a limited number* of familiar words and phrases.
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Level 102

LISTENING- 5	<ul style="list-style-type: none"> · Can infer relevant general and specific information from a very short conversation. · Can understand phrases and expressions related to areas of most immediate personal relevance (e. g. family, routines, local environment, employment), provided speech is clearly and slowly articulated. · Can record essential information from short oral passages dealing with predictable everyday matters (e. g. personal details, preferences, travel, places, time and date, numbers and prices). · Can follow short monologues about familiar topics with visual support and identify which pictures are being referred to. · Can follow changes in the sequence of events, feelings and places in a story delivered slowly and clearly.
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Level 103

LISTENING- 4	<ul style="list-style-type: none"> · Can make predictions about a story and listen to check if they are correct. · Can follow changes in the topic of an extended, slowly- and clearly-conducted conversation about everyday situations. (e. g. health, work, an accident) · Can listen to extended conversations and interviews and understand straightforward factual information about everyday topics, identifying both general messages and specific details. · Can listen to short recorded passages and infer what is meant or referred to from contextual details
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Level 104

LISTENING- 5	<ul style="list-style-type: none"> · Can listen to an extended conversation and identify speakers' opinions and attitudes.
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	<ul style="list-style-type: none">· Can listen to conversations and monologues and infer main ideas from contextual clues.· Can follow radio/ TV news headlines and weather forecasts, and record important factual information.· Can listen to and follow an extended conversation or monologue and record important factual information.· Can listen to short texts about people’s experiences and retell them aided by written prompts.
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