Barriers of Teaching Listening Comprehension Skill at Primary Schools Grade 6 in Libya
(From English Language Teachers' Prospectives)

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معوقات تدريس مهارة الإستماع والفهم لتلاميذ الصف السادس من المرحلة الابتدائية في ليبيا

(من وجهة نظر معلمي اللغة الانجليزية)

الملخص:

مما لا شك فيه أن معلمي اللغة الإنجليزية يواجهون عددًا من العوائق أثناء تدريس مهارة الاستماع والفهم للمتعلمين الصغار. من ناحية أخرى، يواجه المتعلمون الصغار في المدارس الابتدائية تحدياتهم الخاصة. على الرغم من أن الاستماع أمر أساسي في تعلم لغة ثانية/أجنبية، وقد بدأت مؤخراً دراسة المشاكل المتعلقة بمهارة الاستماع والفهم في المدارس بشكل عام وفي المدارس الابتدائية بشكل خاص. سعت هذه الدراسة إلى معرفة المعوقات التي تواجه المعلمين عند قيامهم بذلك. وارتكزت الدراسة على نظرية الكفاءة التواصلية. وتم اعتماد تصميم البحث الوصفي التحليلي. ولجمع البيانات المتعلقة بالدراسة، تم استخدام استبيان تم من خلاله أخذ آراء المعلمين بعين الاعتبار. ولتحقيق أهداف الدراسة، تم اختيار خمسين معلمًا من معلمي المدارس الابتدائية من منطقة أبو سليم بمدينة طرابلس / ليبيا عشوائيًا، يمثلون 31 مدرسة ابتدائية من المنطقة ذاتها. وتم إجراء تحليل وصفي للبيانات. ولتسليط الضوء على البيانات تم استخدام الجداول التكرارية. وقد ساعد ذلك في تحديد مدى تدريس دروس مهارة الاستماع والفهم في الفصل الدراسي، وأشارت الدراسة إلى وعي معلمي اللغة الإنجليزية بأهمية مهارة الاستماع والفهم المسموع للتواصل الناجح. كما أوصت المعلمين بضرورة الاهتمام بهذه المهارة لأنها تعتبر من أصعب المهارات بين المهارات اللغوية الأخرى. وأظهرت الدراسة أن النظام التعليمي والفصول الدراسية والتلاميذ والمعلمين كانوا في الاتجاه السائد (موافق)، بينما كانت إجابات أفراد العينة حول معوقات التدريس الفعال لمهارات الاستماع والاستيعاب (غير موافق). كما أظهرت الدراسة عدم وجود فروق ذات دلالة إحصائية في معوقات تدريس مهارتي الاستماع والاستيعاب تبعاً لمتغير نوع المدرسة. لا توجد فروق ذات دلالة إحصائية في معوقات تدريس الاستماع.

الكلمات المفتاحية: المعوقات، منهج دراسي، اللغة التواصلية، الاستماع.

A B S T R A C T:

Undoubtedly, that English Language teachers encounter number of challenges while teaching listening skill to young learners. Young learners at primary schools on the other hand, also have their own challenges. Listening is fundamental in learning a second / foreign language, it's obvious; the problems about listening at schools in general and at primary schools in particular, have recently started to be investigated. This study sought to find out those barriers faced by teachers. The study was grounded of communicative competence theory. The descriptive research design was adopted. To collect the data related to the study, a questionnaire was used through which teachers' prospectives were highly taken onto consideration. To achieve study objectives, a total of (50) fifty primary schools' teachers represents (31) schools from the area of Abu- Salim in the city of Tripoli / Libya were randomly selected, and a descriptive analysis of data was done. To highlight the data, a frequency tables were used. This helped to establish the extent to which listening comprehension skill lessons were taught in the classroom. The study pointed out to the English language teachers' awareness of the importance of listening comprehension skill for a successful communication. It also recommended that teachers should pay more attention to this skill as it is considered to be the most difficult skill among the other language skills.

The study also revealed that:

- There is no statistical difference between the dimensions of barriers to effective teaching of listening comprehension regarding school type.

There is no statistical difference between the dimensions of barriers to effective teaching of listening comprehension regarding experience variable

Introduction:

Listening comprehension is one of the important skills in language learning. It has a prominent place in language programs around the world. As a language learning skill, listening comprehension has given priority among other language skills. But despite this significant importance, listening comprehension still gains less attention at Libyan primary schools if not completely neglected by many English language teachers at these schools. This unjustified negligence by teachers and the ineffective teaching of listening comprehension was reflected on the communicative competence of learners. Research on listening comprehension on the hand, is also little and this study is an attempt to explore the reasons behind this negligence and teachers attitude towards this important language skill and find solutions to the obstacles that prevent the vital usage of this skill in primary school classrooms and help teachers to overcome the problems they encounter while teaching listening. According to Kurita (2012) developing learners' own strategies for listening enables them to be successful in listening. Similarly, Vandergrift (2004) explains that learners should learn to listen so that they can better listen to learn.

1.Teaching listening comprehension skill

1.1. Listening comprehension as a skill?

Listening is very crucial skill in the human life. This ability enables people to receive massages and understand each other when they the communicate with one another. Research shows that an average of 45% is spent listening compared to 30% speaking, 16% reading and 9% writing. (Adler, R. et al. 2001). Rost (1994) cited in Mai (2019: 29) states that listening "is a complex process which enables us to comprehend spoke message". Buck (2001: 31) on the other hand, defined listening as "an active process of constructing meaning by utilizing knowledge to incoming sound in which both linguistic and non- linguistic knowledge are involved". Furthermore, Numan (2015: 34), describes listening as "the gasoline in the engine of a second language".

1.2. The Importance and Purpose of Listening

No doubt that listening skill is extremely important and challenging for both teachers and pupils. It needs mutual effort by each of them. Effective listening requires concentration and the use of your other senses - not just hearing the words spoken. In language use, Harmer (2000) points out that apart from the teacher's s accent and varieties, the learner should be prepared to listen to different ones from the real world listening like telephone conversation, speeches, broadcast news, announcement, advertisements, etc. listening comprehension Listening comprehension skill at the same time provides number of possible purposes, amongst the following:

To focus on the messages being communicated.

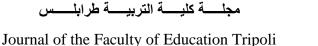To gain a full and accurate understanding.

To show interest, concern and concentration.

To encourage the speaker to communicate fully, openly and honestly.

To observe the non-verbal signals accompanying what is being said to enhance understanding.

1.3. Elements of listening

COOK (2008:125-26) argues that "Most introductions to comprehension of speech stress three elements: access to vocabulary, and memory process". The former related to words meaning, while the second related to the grammar, it refers to how the mind works out the grammatical structure and the meaning of the sentence is heard, whereas, the last one related to the memory and how comprehension depends on the storing and processing of information by the mind.

1.4. Principles of teaching listening comprehension

The successful teaching of listening skill requires following a number of teaching principles. Forseth et al (1996:72) suggests seven principles for teaching listening comprehension. They are as follow:

1. Teachers should use authentic texts and present them naturally and realistically with background noise or interruptions and different voice Types and accents.

2. Teachers had better include various types of broadcasts texts such as conversations, dialogues, jokes, lectures, news, songs, or narrative to make students get used to different pieces of speech and avoid boredom.

Teachers need to use primarily meaning based task for students to do. For students of lower levels, some tasks may not be meaning- based tasks but the longer-term goal is to use language for communication.

3. Teachers should state a specific purpose for listening task.

4. Teachers had better introduce a listening task before asking students to listen in order to help them to focus their attention.

5. It is best for teachers to pre- teach only vocabulary that is necessary for understanding the idea of the main text.

6. Teachers can let students to listen to the text more than once. Often listeners wig not catch the full meaning the first time.

1.5. Methods of teaching listening comprehension

Teaching listening comprehension is one of the challenging task in language learning. In order to teach this important skill, language teachers need to use some teaching methods as well as listening equipment to help them present their classes successfully like CDs, CD players, tapes, cassette players, etc. Such vital electronic and digital equipment play an important role in teaching this skill. The following methods suggested by Underwood (1989:22) represents the most common methods used in teaching listening comprehension, they as follow:

    a. Grammar- translation method.

    b. Grammar method.

    c. Audio- lingual method.

    d. Task- based method.

1.6. Stages of teaching listening comprehension

Teaching listening skill includes three main stages:

a. Pre- listening stage that aims at preparing students for listening and understanding the material which students are going to listen to.

b. Listening stage which aims at facilitating students and check their comprehension of the material they are listening to. Brown (1994) suggests that before the class, the teacher should

help the students to think about a schema for what they will hear. The teacher in this stage can give students some tasks while they are listening. Students can also do some other activities such as: gap- filling, true and false statements, , answering comprehension questions, matching, etc.

c. Post – listening stage. At this stage the students may be given the opportunity to practice the material that they have listening to and check their understanding of what they have got from listening.

2. **Statement of the Problem**

Oral skills are crucial in learning foreign languages. The purpose of any language is to promote communication. The communication process depends on two main vital factors; the material to be communicated as well as the medium to be used to communicate the material effectively. These factors along with training and continuous practice help to reach language competence and mastery of spoken English. Therefore, the statement problem of this study to highlight the importance of establishing the communicative language teaching approach at primary school's classrooms in Libya.

3. **Research questions**

This study sought to find out an answer to the questions of this research which can be summarized into the following two main questions:

1. What barriers affects teaching listening part in geared (6) in primary school textbook by English language teachers?

This question branches into the following sub-questions:

A- What barriers related to the educational system?
B- What barriers related to the classroom?
C- What barriers related to the pupils?
D- What barriers related to the teachers?
E- What barriers related to the resources?
F- What barriers related to linguistic factors?

2. Are There any statistical differences between sample answers average towards effective teaching of listening comprehension regarding school genre variable?

3. Are There any statistical differences between sample answers average effective teaching of listening comprehension regarding experience variable?

4. Significance of research

The significance of this study stems from the following points:

1. The study gained its significance from the importance of listening in language acquisition in general and language teaching in particular.

2. The outcomes of this particular study can be benefited from English language teacher, educational inspectors and and curriculum Centre.

5. Researcher Objectives

The study aims at achieving the following objectives:

1. To recognize the barriers affects teaching listening part in geared (6) in primary school textbook by English language teachers.

2. To explore any statistical differences between sample answers average towards effective teaching of listening comprehension regarding school genre variable.

3. To investigate any statistical differences between sample answers, average effective teaching of listening comprehension regarding experience variable.

6. Limitations of study

a. Spatial limit

The study limited to (13) Primary schools in the area of Abu Salim Tripoli / Libya.

b. Human limit

The study limited to (71) English Language teachers of Primary phase in the area of Abu Salim Tripoli / Libya.

c. Time limit

The study conducted during the academic year 2021 / 2022.

7. Literature review

Studies related to teaching listening comprehension issues at primary schools on local level (Libya) and international level are not rich, and the importance of the achieving of listening skill goals hasn't gained the required attention. Among the studies conducted on listening comprehension issues is the study conducted by Choubey in (20 20) in the Faculty of English East Delhi Municipal Corporation on " Challenges faced in teaching listening and strategies adopted to overcome the challenges by Govt. primary teachers of East Delhi Municipal Corporation (EDMC) schools" The study aimed to investigate the challenges faced by English language teachers while teaching listening comprehension. The study also aimed at investigating listening comprehension strategies adopted to overcome the challenges by the govt. Out of 170 teachers attended English Training at In-Service Teacher Education, 30 teachers were randomly selected for the study. Most of the teachers selected for the study were from Pranitha The teachers were experienced and their experience ranged from 2 to 20 years. The classroom observation and the interviews were used as a research tool for this study, the researcher observed and interviewed all the study sample (30 teachers) The observation of teachers revealed that the amount of listening excuser teachers provided in the classes are not enough. The interviews with teachers on the other hand, showed that 60% of teachers were not comfortable in contusing the conversation in English and were inefficient in providing listening exposure to students.

A similar study conducted by Minh and Tuyen (2018) from the Faculty of the 0English Language at the University of Technology (HUTECH), University of Vietnam. "An Investigation of Difficulties Encountered by EFL Teachers in the Application of Strategies in Teaching Listening Skills". This study aimed at exploring the EFL teachers, perceptions of listening comprehension strategies and applications and discover difficulties that they encounter in their instruction at a public university (its henceforth called PU) in Ho Chi Minh city – Vietnam. 36 EF teachers who were teaching English at PU participated in the study. The study data obtained through two instruments; a questionnaires and interviews and qualitative and quantitative analysis were employed. Research results showed that most of EFL teachers had difficulties related to professional development, students, and teaching resources.

Another study Nush and Orouji in (2020) in which they investigated "EFL Teachers vies on Listening Difficulties among their Learners: the case of Iranian Context".208 English language teachers took part in the study. A mixed integrating a questionnaire and an interview were used as tool for data collection. The study results showed that the top ten identified difficulties ranged from practical issues such as poor quality of audio material

were explored. The analysis of variance (ANOVA) tests revealed that there was no significant relationship between either the the teachers' educational or professional background and the gravity of difficulties they have reported. The interviews on the other hand, revealed that the teachers believed that the learners 'difficulties belonged to three factors; pronunciation, individual characteristic. and content. The study suggested that it isn't easy to overcome such difficulties without clear practical strategies.

A similar study about listening comprehension, is the one conducted by Hwaider in (2017) in the Aligarh Muslim University, India on " problems of Teaching the Listening Skill to Yemeni EF Learners". The study aimed at investigating the most problematic areas in the teaching the listening skill. The study used two main procedures for collecting data for the study; a classroom, and a questionnaire for teachers. 50 teachers of English language were selected s to fill in the questionnaire and another 11 teachers from the district of Aden were regularly observed for the purpose of collecting data on teaching listening skill. These problems are classified into Linguistic and non-linguistic problems. The non- linguistic one are the main hindrances to teaching listening in the context of the study including problems relating to learners, teachers, and the teaching environment which have mostly led to neglecting this skill. whereas, the linguistic problems are observed in pronunciation, stress, intonation, vocabulary, and syntactic structure. The study suggested some pedagogical implications to improve the process of teaching listening in the schools of Yemen.

A final study concerned with teaching listening comprehension that can be referred to, is the study by Yilmaz and Yavuz in (2015) conducted a study to examine the frequency of the problems seen in three listening categories of the problems based on teachers, of the problems based on students' own strategies and problems based on learners' psychology. The study was conducted at Turkey Soray Primary School Istanbul, Turkey 4th grade pupils in the age of 10-11 including 58 pupils from three classes. To collect the study data a questionnaire was with a listening task was also utilized used as a study tool to. The results revealed that biggest c concerned with phonetic. It also showed that the pupils have problems based on some Psychological reasons such as high level of anxiety and lack of practicing listening.

8. Methodology

Due to the fact that using any statistical approach depends on the nature of the subject of research that differ from a certain research to another and because of the nature of this research which can be considered as a descriptive which depends on data collecting about research variables from the study sample directly then studying its type and the different between them and make sure of its reliability through data analysis, the descriptive approach was selected as it suits nature and purposes and serve targeted research requirements.

9. Sample of study

The study sample consisted of (50) male and female English language teachers, (2) male teachers; (45) female teachers) and (3) missing teaching in primary schools grade six who is teaching English language in the area Abu Salm in the city of Tripoli - Libya. The following tables shows sample features:

Table (1) the Teachers distribution according to gender.

Gender	F	%
Male	2	4%
Female	48	96%
Missing	0	0 %
SUM	50	100%

Table (2) the Teachers distribution according to qualification.

Qualification	F	%
BA	50	100%
MA	0	0%
PhD	0	0%
Others	0	0%
Missing	0	0%
SUM	50	100%

Table (3) the Teachers distribution according to specialization.

Specialization	F	%
English	50	100%
Others	0	0%
Missing	0	0%
SUM	50	100%

Table (4) The teachers' distribution according to school type.

School Type	F	%
Boys	16	32%
Girls	31	62%
Mixed	3	6%
Missing	0	0%
SUM	50	100%

Table (5) The teachers' distribution according to experience.

Experience	F	%
1-4	5	10%
5-9	11	22%
10-14	12	24%
15-20	9	18%
20+	13	26%
Missing	0	0%
SUM	50	100%

10. Study Instruments

Since there is no ideal specific method for the collection of data, with social scientists using wide varieties of techniques to do so. Some of these research methods include observation of a behavior, interviews, and administered questionnaires. Due to the fact that this study uses the descriptive and analytical method and according to Sapsford who in (2007:47) defined a questionnaire as " a list of questions which informants answer themselves – a self-completion instrument". Thus, the researcher determined the questionnaire as tool to be used which consisted of two sections, the first section included the personal information of the informants such (the gender, qualification, the level you teach, experience). Whereas, the second section included the questionnaire includes (58) items distributed among six dimensions:

- **The first dimension:** Barriers related to the educational system contains (**6** item).
- **The second dimension:** Barriers related to the classroom contains (**6** item).
- **The third dimension:** Barriers related to the pupils contains (**5** item).
- **The fourth dimension:** Barriers related to the teachers contains (**7** item).
- **The fifth dimension:** Barriers related to the resources contains (**7** item).

The sixth dimension: Barriers related to linguistic factors contains (**27** item).

Validity:

To calculate face validity, the administrative questionnaire was reviewed by (3) university expertise from the department who are of Psychology who are specialized in testing and scales in addition to (3) English language university staff members. Both university expertise gave the researchers number of crucial remarks that have been taken into account.

Reliability:

The reliability was calculated by using **Cronbach's Alpha** and reliability factor of the questionnaire (0.94) which is a high reliability factor that indicated that the steh questionnaire is usable.

Statistical analysis of data:

1. Percentage
2. Weight mean
3. One sample T- Test
4. ANOVA

Demonstration and Explanation of data
Demonstration the First research question:

1. **What barriers affects teaching listening part in geared (6) in primary school textbook by English language teachers?**

- **What Barriers related to the educational system?**

Table (6) shows Barriers related to the educational system.

	Phrase	A	SA	S	DA	S D	SUM
1	Co- education system	27 (54%)	1 (2%)	2 (4%)	5 (10%)	15 (30%)	50 (100%)
2	The transfer system in primary education affects learning process	35 (70%)	4 (8%)	6 (12%)	4 (8%)	1 (2%)	50 (100%)
3	Lack of appropriate transfer system at primary education weakens. the learning process	29 (58%)	8 (16%)	5 (10%)	8 (16%)	0 (0%)	50 (100%)
4	The existence of heterogeneous classes rooms is time consuming and delay the learning process	23 (46%)	8 (16%)	5 (10%)	14 (28%)	0 (0%)	50 (100%)
5	Lack of common evaluation system at primary education affects leaning process and leads to creating heterogeneous classes rooms,	26 (52%)	8 (16%)	4 (8%)	12 (24%)	0 (0%)	50 (100%)
6	Inadequate English language learning plan (two classes a week)	24 (48%)	9 (18%)	3 (6%)	14 (28%)	0 (0%)	50 (100%)
Total		164 (54.7%)	38 (12.6%)	25 (8.3%)	57 (19.0%)	16 (0.5.3%)	300 (100%)

Table (6) shows the frequencies and percentages (%) of the study sample's responses to the first dimension. From the results, it is clear that most of the responses of the study sample were (Agree), with the percentage almost (54.7%), which means that the professors' attitudes are consistent with the statements of the first dimension regarding the **Barriers** related to the educational system

- **What Barriers related to the classroom?**

Table (7) shows Barriers related to the classroom.

	Phrase	A	SA	S	DA	S D	SUM
7	Crowded class rooms at primary schools is a real problem affects the learning process.	44 (88%)	1 (2%)	2 (4%)	3 (6%)	0 (0%)	50 (100%)
8	Crowded class rooms at primary schools creates noisy class rooms	44 (88%)	3 (6%)	1 (2%)	2 (4%)	0 (0%)	50 (100%)
9	Noisy class rooms affect pupils concentration	39 (78%)	8 (16%)	3 (6%)	0 (0%)	0 (0%)	50 (100%)
10	Crowded class rooms at primary schools make classroom management difficult.	32 (64%)	9 (18%)	8 (16%)	1 (2%)	0 (0%)	50 (100%)
11	Crowded class rooms at primary schools make classrooms out of control	30 (60%)	10 (20%)	4 (8%)	4 (8%)	2 (4%)	50 (100%)
12	Mixed classes (boys and girls)	14 (28%)	4 (8%)	10 (20%)	18 (36%)	4 (8%)	50 (100%)
Total		203 (67.7%)	35 (11.7%)	28 (9.3%)	28 (9.3%)	4 (1.3%)	300 (100%)

Table (7) shows the frequencies and percentages (%) of the study sample's responses to the statements of the second dimension. From the results, it is clear that most of the responses of the study sample were (Agree), with the percentage almost reaching (67.7%), which means that the professors' attitudes are consistent with the statements of the second dimension regarding the **Barriers** related to the classroom.

- **What Barriers related to the Pupils?**

Table (8) Barriers related to the pupils.

	Phrase	A	SA	S	DA	S D	SUM
13	Pupils' age sometimes creates a problem	19 (38%)	3 (6%)	17 (34%)	8 (16%)	3 (6%)	50 (100%)
14	Pupils' gender sometimes creates a problem	14 (28%)	7 (14%)	14 (28%)	12 (24%)	3 (6%)	50 (100%)
15	Pupil's language level affects the earning process.	33 (66%)	5 (10%)	7 (14%)	2 (4%)	3 (6%)	50 (100%)
16	Pupil's frequent absence affects his / her language level.	36 (72%)	8 (16%)	4 (8%)	0 (0%)	3 (6%)	50 (100%)
17	Pupil's frequent absence affects the learning process.	34 (68%)	7 (14%)	6 (12%)	1 (2%)	2 (4%)	50 (100%)
Total		136 (54.4%)	30 (12%)	48 (19.2%)	23 (9.2%)	14 (4.6%)	250 (100%)

Table (8) shows the frequencies and percentages (%) of the study sample's responses to the third-dimension statements. From the results, it is clear that most of the responses of the study sample were (Agree), with the percentage reaching (54.4%), which means that the teachers' attitudes are consistent with the statements of the third dimension regarding the **Barriers** related to students (Pupils).

- **What Barriers related to the teachers?**

Table (9) shows Barriers related to the teachers.

	Phrase	A	SA	S	DA	S D	SUM
18	Teachers' qualification and specializaion is important in teaching	43 (86%)	4 (8%)	2 (4%)	1 (2%)	0 (0%)	50 (100%)
19	Teacher's age affects the teaching p	35 (70%)	2 (4%)	6 (12%)	4 (8%)	3 (6%)	50 (100%)
20	Teacher's gender affects the teaching process	25 (50%)	4 (8%)	11 (22%)	10 (20%)	0 (0%)	50 (100%)
21	Teacher's experience plays a good role in teaching	42 (84%)	4 (8%)	1 (2%)	1 (2%)	2 (4%)	50 (100%)
22	Teachers frequent absence affects the learning process	15 (30%)	1 (2%)	9 (18%)	23 (46%)	2 (4%)	50 (100%)
23	Teacher's character absence a good role in teaching	39 (78%)	8 (16%)	1 (2%)	2 (4%)	0 (0%)	50 (100%)
24	Teachers lack training	25 (50%)	7 (14%)	12 (24%)	6 (12%)	0 (0%)	50 (100%)
Total		224 (64%)	30 (8.6%)	42 (12%)	47 (13.4%)	7 (1.16%)	350 (100%)

Table (9) shows the frequencies and percentages (%) of the study sample's responses to the fourth dimension. From the results, it is clear that most of the responses of the study sample were (Agree), with the percentage reaching (64%), which means that the professors' attitudes are consistent with the statements of the fourth dimension regarding the **Barriers** related to teachers.

- **What Barriers related to the resources?**

Table (10) shows Barriers related to the resources.

	Phrase	A	SA	S	DA	S D	SUM
25	Classrooms lack audio visual aids	6 (12%)	2 (4%)	2 (4%)	40 (80%)	0 (0%)	50 (100%)
26	Classrooms lack speakers	8 (16%)	0 (0%)	1 (2%)	38 (76%)	3 (6%)	50 (100%)
27	Classrooms lack CDs and MP3 players	10 (20%)	0 (0%)	5 (10%)	31 (62%)	4 (8%)	50 (100%)
28	Classrooms lack Computers	8 (16%)	2 (4%)	6 (12%)	27 (54%)	7 (14%)	50 (100%)
29	Classrooms lack smart boards	10 (20%)	1 (2%)	4 (8%)	30 (60%)	5 (10%)	50 (100%)
30	Classrooms lack projectors	9 (18%)	0 (0%)	3 (6%)	31 (62%)	7 (14%)	50 (100%)
31	Lack of language Labs	9 (18%)	0 (0%)	2 (4%)	36 (72%)	3 (6%)	50 (100%)
Total		60 (17.1%)	5 (1.4%)	23 (6.6%)	233 (66.6%)	29 (8.2%)	350 (100%)

Table (10) shows the frequencies and percentages (%) of the study sample's responses to the fifth dimension. From the results, it is clear that most of the responses of the study sample were (Disagree), with the percentage reaching (66.6%), which means that the professors' attitudes do not agree with the statements of the fifth dimension regarding the relevant **Barriers**. Resources (The resources).

- **What Barriers related to the linguistic factors?**

Table (11) shows Barriers related to the linguistic factors.

	Phrase	A	SA	S	DA	S D	SUM
32	Pupils find it difficult to repeat listening material in general	28 (56%)	2 (4%)	10 (20%)	10 (20%)	0 (0%)	50 (100%)
33	Pupils find it difficult to repeat the words they hear.	13 (26%)	2 (4%)	15 (30%)	20 (40%)	0 (0%)	50 (100%)
34	Pupils find it difficult to repeat the sentences they hear	19 (38%)	2 (4%)	15 (30%)	13 (26%)	1 (2%)	50 (100%)
35	Pupils find it difficult to repeat the conversations and dialogues they hear	24 (48%)	3 (6%)	12 (24%)	9 (18%)	2 (4%)	50 (100%)
36	Pupils find it difficult to understand the meaning of listening material in general	24 (48%)	1 (2%)	12 (24%)	13 (26%)	0 (0%)	50 (100%)
37	Pupils find it difficult to understand the meaning of the words they hear.	15 (30%)	4 (8%)	11 (22%)	17 (34%)	3 (6%)	50 (100%)

38	Pupils find it difficult to understand the meaning of the words theyhear.	17 (34%)	3 (6%)	15 (30%)	15 (30%)	0 (0%)	50 (100%)
39	Pupils find it difficult understand the meaning of the sentences they hear	18 (36%)	3 (6%)	19 (38%)	8 (16%)	2 (4%)	50 (100%)
40	Pupils find it difficult understand the meaning of the conversations and dialogues they hear	20 (40%)	4 (8%)	16 (32%)	9 (18%)	1 (2%)	50 (100%)
41	Pupils find it difficult to point at word s they hear	11 (22%)	5 (10%)	15 (30%)	16 (32%)	3 (6%)	50 (100%)
42	Pupils find it difficult to point at pictures hey listen to	11 (22%)	2 (4%)	17 (34%)	19 (38%)	1 (2%)	50 (100%)
43	. Pupils find it difficult to listen and write the words under the correct pictures	17 (34%)	5 (10%)	11 (22%)	16 (32%)	1 (2%)	50 (100%)
44	Pupils find it difficult to listen and number the pictures in order.	11 (22%)	8 (16%)	13 (26%)	17 (34%)	1 (2%)	50 (100%)
45	Pupils find it difficult to listen and match the pictures to the phrases.	11 (22%)	4 (8%)	20 (40%)	14 (28%)	1 (2%)	50 (100%)
46	Pupils find it difficult to listen and answer the questions.	11 (22%)	8 (16%)	17 (34%)	11 (22%)	3 (6%)	50 (100%)
47	Pupils find it difficult to listen and label the pictures.	14 (28%)	3 (6%)	16 (32%)	14 (28%)	3 (6%)	50 (100%)
48	Pupils find it difficult to listen and complete the conversation	18 (36%)	7 (14%)	7 (14%)	17 (34%)	1 (2%)	50 (100%)
49	Pupils find it difficult to listen to the rhyme and match to the pictures.	19 (38%)	3 (6%)	16 (32%)	11 (22%)	1 (2%)	50 (100%)
50	Pupils find it difficult to listen and write the words next to the pictures.	23 (46%)	4 (8%)	9 (18%)	12 (24%)	2 (4%)	50 (100%)
51	Pupils find it difficult to listen and match the pictures to the descriptions.	19 (38%)	4 (8%)	15 (30%)	10 (20%)	2 (4%)	50 (100%)
52	Pupils find it difficult to listen and say the rhyme.	17 (34%)	5 (10%)	11 (22%)	12 (24%)	5 (10%)	50 (100%)
53	Pupils find it difficult to remember the rhyme	18 (36%)	4 (8%)	13 (26%)	11 (22%)	4 (8%)	50 (100%)
54	Pupils find it difficult to listen and guess if sentences are true or false	16 (32%)	1 (2%)	13 (26%)	17 (34%)	3 (6%)	50 (100%)
55	Pupils find it difficult to listen and answer Wh- questions.	15 (30%)	5 (10%)	12 (24%)	14 (28%)	4 (8%)	50 (100%)
56	Pupils find it difficult to listen and check their answers	15 (30%)	8 (16%)	12 (24%)	14 (28%)	1 (2%)	50 (100%)
Total		424 (34%)	100 (8%)	342 (27%)	339 (27%)	45 (3.2%)	1262 (100%)

Table (11) shows the frequencies and percentages (%) of the study sample's responses to the sixth dimension. From the results, it is clear that most of the responses of

the study sample were (Agree), with the percentage reaching (34%), which means that the professors' attitudes are consistent with the statements of the sixth dimension regarding

Barriers related to linguistic factors (The linguistic factors).
Demonstration the second research question:
Are There any statistical differences between sample answers average towards effective teaching of listening comprehension regarding school genre variable?

Table (12) ANOVA Test for the difference between the school types corresponding to the barriers.

Dimension		Sum of Squares	Df	Mean Square	F	Sig.
Barriers related to the educational system	Between Groups	1.283	2	0.641	0.977	0.452
	Within Groups	30.870	47	0.656		
	Total	32.152	49			
Barriers related to the classroom	Between Groups	3.276	2	1.638	2.231	0.171
	Within Groups	34.541	47	0.734		
	Total	37.817	49			
Barriers related to the pupils	Between Groups	2.472	2	1.236	2.418	0.156
	Within Groups	24.040	47	0.511		
	Total	26.512	49			
Barriers related to the teachers	Between Groups	1.767	2	0.883	1.984	0.206
	Within Groups	20.929	47	0.445		
	Total	22.696	49			
Barriers related to the resources	Between Groups	3.131	2	1.566	2.326	0.159
	Within Groups	31.647	47	0.673		
	Total	34.778	49			
Barriers related to the linguistic factors	Between Groups	1.613	2	0.807	1.167	0.389
	Within Groups	32.502	47	0.691		
	Total	34.115	49			

It is clear from Table (12) shows no statistical difference between the dimensions of barriers to effective teaching of listening comprehension regarding school type (males, females, mixed) so that the F value is as follow: (0.977, 2.23, 2.418, 1.984, 2.326, 1.167).

Demonstration the Third research question:
Are There any statistical differences between sample answers average effective teaching of listening comprehension regarding experience variable?

Table (13) ANOVA Test for the difference between the experience year's corresponding to the barriers.

Dimension		Sum of Squares	Df	Mean Square	F
Barriers related to the educational system	Between Groups	6.323	4	1.581	2.977
	Within Groups	23.928	45	0.531	
	Total	30.251	49		
Barriers related to the classroom	Between Groups	2.610	4	0.652	0.894
	Within Groups	32.812	45	0.729	
	Total	35.421	49		
Barriers related to the pupils	Between Groups	1.911	4	0.478	0.959
	Within Groups	22.431	45	0.498	
	Total	24.342	49		
Barriers related to the teachers	Between Groups	1.489	4	0.372	0.806
	Within Groups	21.022	45	0.461	
	Total	22.511	49		
Barriers related to the resources	Between Groups	5.671	4	1.418	2.236
	Within Groups	28.569	45	0.634	
	Total	34.240	49		
Barriers related to the linguistic factors	Between Groups	3.395	4	0.849	1.177
	Within Groups	32.445	45	0.721	
	Total	35.840	49		

It is clear from Table (13) shows no statistical difference between the dimensions of barriers to effective teaching of listening comprehension regarding experience variable so that the F value is as follow: (2.977, 0.894, 0.959, 0.806, 2.23, 1.77).

The researchers found that there were no statistical indications regarding differences in experience, as the study sample included selfish people, not males, and the years of experience were distributed from 1 to 15 or more. However, there were no differences attributable to the variable years of experience, and the researchers explain this to the similarity of the gender of the sample and that the process of educational guidance was carried out by the same Educational mentors and to all members of the study sample.

11. Conclusion:

The research investigated the reality of teaching listening comprehension skill by number of English language teachers fro the area of abu- Salim in the city of Tripoli / Libya through studying of the barriers to teaching listening comprehension skill at primary schools to pupils of grade six. The study pointed out to the English language teachers' awareness of the importance of listening comprehension skill for a successful communication. It also recommended that teachers should pay more attention to this skill as it considered to be the most difficult skill among the other language skills. (Walker 2014). Lack of audio aids such as language labs and CD plyers and loud speakers at schools formed a real barrier that made teachers unable to teach listening comprehension effectively that reflected on the teachers' interest in teaching this skill and the students limited listening competence as well as

students' low interest in learning listening comprehension. Moreover, the study also uncovered the following:

a. The study showed that the educational system, classroom, students, and teachers were in the prevailing direction (agree).

While the sample's responses regarding the obstacles to effective teaching of listening and comprehension skills were (disagree).

b. There are no statistically significant differences regarding the obstacles to teaching listening and comprehension skills according to the school type variable.

c. There are no statistically significant differences regarding the obstacles to teaching listening and comprehension skills according to the teachers' experience.

12. recommendations:

Depending on research finding, the researchers reached to the following commendations:

1. Providing teaching listening comprehension facilities by the Ministry of Education.
2. Providing regular workshops programs to enhance teachers 'abilities and train their methodology of teaching listening and to exchange experiences.
3. Activating the role of educational mentor and subject matter expert in the school to monitor teachers' performance on a regular basis.
4. Creating a system to motivate teachers in general.

Periodically reviewing the new English language curriculum in the primary stage.

13. Research suggestions:

According to the research results the researchers suggest the following:

1. Conducting further studies on this skill for other educational levels, such as the middle and secondary levels.
2. Conducting studies on this topic on a larger sample of male and female teachers.
3. Conducting other studies to examine the obstacles to teaching and learning other language skills, such as speaking, reading, and writing, for both teachers and students.

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