

CHAPTER ONE

INTRODUCTION

1-0 Background

Learning a language is not an easy task as some people think .It is a complicated process that , needs great efforts .

Now these days in the modern world everybody knows that listening is one of the most important skills in second language acquisition . When listening to spoken discourse in English language, many students face listening difficulties.

Second language learners have significant problems in listening comprehension because of the fact that syllabus designers pay more attention to structure, writing, reading . Listening does not take its due weight in many course books or syllabus and , most teachers do not aware of the importance of listening when preparing their lesson plan. A great number of teachers believe that it will develop naturally within the language learning process and the learners will acquire it unconsciously.

The role of English language teachers is to enable their students to interact with other, express their opinions, feeling and share ideas .

Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% (Mendelsohn, 1994). Although the teaching of listening comprehension has long been somewhat a neglected and poorly taught aspect of English in many EFL programs (Mendelsohn, 1994, p. 9), listening is now regarded as much more important in both EFL classrooms and SLA research. Listening involves an active process of deciphering and constructing meaning from both verbal and non-verbal messages.

. English must be taught as a means for communication. It is now widely accepted that students' listening ability must be at the core of teaching practice, and it is the area in which teachers need to concentrate their own efforts to improve their teaching

1- 1 The Statement of the problem

This study will investigate the awareness of Sudanese EFL teachers of the role listening comprehension in developing language skills

The role of English teachers is to enable the students to interact with others, express their opinions, feeling and share ideas . So the researcher wants to find out whether the Sudanese EFL teachers are aware of the great role of the listening comprehension in the learning process,

and whether they help or do not , enable their students to master this important skill , to rise their communicative competence .

1 -2 The Significance of the study

This study is one of few studies which focus on listening skill , in particular the listening comprehension which causes problems and difficulties for both Sudanese EFL teachers and learners .

The study is expected to more appropriate to get data for further researchers, and its implications of finding could be useful to language plans, and curriculum designers of English

1 – 3 The Objective of the study:

1.This study aims to show to what extent are Sudanese EFL teachers aware of the role of listening comprehension in developing language skills.

2. To find out to what extent the negligence of listening comprehension is due to the lack of listening materials in the textbook or other factors.

3 .To know whether the difficulties of listening comprehension led to the negligence of teaching it.

1-4 The Questions of the study:

This study is going to provide answers for the following questions

1. To what extent are Sudanese EFL teachers aware of the role of listening comprehension in developing language skills ?
2. To what extent is the negligence of listening comprehension due to the insuffient of listening material in text book and difficulties in lesson plan?
3. How far does the negligence of listening comprehension affect teaching and learning process?

1.5 The study Hypotheses:

The researcher assumes the following:

- 1 .Sudanese EFL teachers are aware of the role of listening comprehension in developing language skills.
- 2 .The negligence of listening comprehension is due to insuffient of listening materials in the textbook
3. The negligence of listening comprehension affects the teaching and learning process.

1 – 6-The Methodology of the study:

The methodology applied in this study is descriptive, and analytic. The data for this research is obtained by using a questionnaire for

Sudanese English language teachers. The sample size of the teachers will be 40 who will be selected randomly.

1 -7 Limits:

This study is carried out with the following limitation

1. Location : Al Khartoum locality secondary schools level
2. Time : The time is limited to a school year 2016 \2017
3. Theme : The study is limited to the awareness of Sudanese English teachers of the role listening skill in mastering the language
4. The sample size is 40 teachers selected randomly from Alkhartoum locality secondary schools

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter the researcher presents the definition of listening comprehension and ,it's important role in both teaching and learning , besides the contrast between listening and reading comprehension , the types of listening and the process of listening comprehension and finally the previous studies

2 -1 Definition of listening Comprehension

According to Anderson and Lynch (1988) (p. 6) arguing what is successful listening, —understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means.

Underwood (1989) (p. 1) stated; the definition of listening as "the activity of paying attention to and trying to get meaning from something we hear". Mendelsohn (1994) defines listening comprehension as —the ability to understand the spoken language of native speakers." O'Malley, Chamot, and Kupper (1989) (p.19) offer a useful and more extensive definition that —listening comprehension is an active and conscious process in which the

listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirements. Mendelsohn (1994) points out that, in listening to spoken language, the ability to decipher the speaker's intention is required of a competent listener, in addition to other abilities such as processing the linguistic forms like speech speed and fillers, coping with listening in an interaction, understanding the whole message contained in the discourse, comprehending the message without understanding every word, and recognizing different genres.

Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% ,Mendelsohn (1994).

Although the teaching of listening comprehension has long been somewhat neglected and poorly taught aspect of English in many EFL programs Mendelsohn , (1994) (p.9) listening is now regarded as much more important in both EFL classrooms and SLA research. Listening involves an active process of deciphering and constructing meaning from both verbal and non-verbal messages.

Nunan, (1998). Listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand

vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance Wipf, (1984). Rost, (2002) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation).

2-2 .Types of listening

According to Andrew Wolvin and Carolyn Coakley, there are 5 types of listening that are used for a variety of speaking purposes and situations. That does not always exist singly. Sometimes one speaking situation may require the listener to use more than one type of listening. They include discriminative, comprehensive, appreciative, empathetic and critical.

2-2-1 Discriminative Listening

Is when the listener distinguishes between the verbal and the nonverbal message. For instance, your friend may tell you that they are feeling good, but the frown on their face and their sluggish posture may tell you otherwise. This type of listening can be used for all types of public speeches.

2-2-2 Comprehensive Listening

Is listening to understand. Many situations can require us to listen for knowledge. For instance, if your boss at work tells you how to complete a specific task you would need to utilize this type of listening if you will be able to understand and complete the task as he instructed. Most of the public speeches will require a listener to utilize this type of listening and it is mostly used when listening to an Informative speech.

2-2-3 Appreciative Listening

is the process of listening to appreciate what the speaker is talking about. This type is often used when listening to people who we enjoy spending time with. It is also widely used when listening to many forms of entertainment, music, television, stage shows. Thus, listeners will always use appreciative listening when listening to entertainment speeches. This type is also used when listening to informative speeches and persuasive speeches, especially when the topic is something that the listener is highly interested in.

2-2-4 Empathetic Listening

is an ability to listen to others and feel for the another person. This requires an ability to feel empathetic for another person's feelings and needs, requiring a sense of compassion. When a loved one tells you their feelings

about the death of a family member you will probably be able to listen empathetically. ..

2-2-5 Critical Listening

is the process of listening to understand in order to make evaluations and judgments about the content of the message. Because this is the most complicated form and requires a high degree of skill to develop, the next section will go into greater detail about Listening Critically.

2 -3 .The importance of listening comprehension:

The importance of listening in language learning has changed over the past years.

Listening used to be overlooked and educators supposed that listening abilities would be acquired during the grammar, vocabulary and pronunciation practice, Hedge (1997) .This was quite surprising as abilities to listen play an equal role as abilities to speak in successful communication.

There are a lot of reasons why educators are now focused on the ability to understand and contribute to communication

Firstly, pupils at basic schools are encouraged to develop good listening abilities in their mother tongue so that they can be successful in everyday communication. Secondly, students have to develop effective listening strategies that will enable them to learn another language.

Underwood points out that listening are an activity of paying attention to the speaker and subsequent attempt to understand what we hear (1989: 1). Even though listening maybe seen as a passive process it is not true because we as listeners have to concentrate on the message to be able to decode it. Underwood (1989) argues that hearing can be thought of as a passive condition, listening is always an active process (1989:2).

There are three main stages involved in the auditory process. During the first stage sounds are structured into meaningful units. The process of organizing the sounds into the units is based on learner's previous knowledge about the language. During the second stage we work on the new information. This means that we compare and contrast words or phrases we heard with already known information. The last step includes transmitting the newly acquired information into the long term memory so that we can use this information later Underwood (1989).

The importance of listening in language learning is worth considering since when you do not listen, you will never learn anything new

2- 4 .Listening Comprehension versus Reading Comprehension

Omaggio Hadley (1993) compared listening and reading comprehension; she Indicated that these two skills could be characterized as problem-solving activities which involvedthe formation of hypotheses, the drawing of

inferences, and the resolution of ambiguities and uncertainties in the input in order to assign meaning. Omaggio Hadley (1993) further stated that both listening and reading comprehension are highly complex processes that draw linguistic knowledge and contextual cues. Shrum and Glisan(1999) denoted that both listening and reading are cognitive processes in which listeners and readers draw upon four types of competencies as they attempt to comprehend a

Message: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Although listening and reading comprehension are similar in their goals and processes, they are different in the nature of discourse: the spoken language versus the written language

Researchers have outlined the differences between the spoken language and the written language. These following differences also offer insights into the nature of Listening and reading tasks.

1. Written language usually appears in a sentence while spoken discourse is

Generally delivered as a clause at a time Richards (1983)

2. Written language tends to be planned and organized while spoken discourse is

Generally not planned and not well-organized Richards (1983).

3. Sentences in written discourse flow in logical sequence whereas spoken

Discourse contains ungrammatical, incomplete forms. Ordinary speech also has false starts, pauses, hesitations, repetitions, and self-corrections making up between 30 to 50 percent of what are said. Omaggio Hadley, (1993); Richards, (1983); Scarcella & Oxford, 1992; Ur, (1984).

4. Written material can be reread if not understood immediately; readers can even check the meaning of a word in a dictionary. On the other hand, spoken language must be comprehended instantly, especially when the message cannot be repeated; listeners do not have time to consult dictionary or review the previous message.

This section has centered on the characteristics of listening and reading Comprehension. Despite the similarities between some aspects of listening Comprehension and reading comprehension, the nature of discourse is different since one is the spoken language and the other is the written language.

It can be said, without listening skills, language learning is impossible.

This is because there is no communication where there is no human interaction. Also, listening is crucial not only in language learning but also for learning other subjects.

2 – 5 .The process of listening comprehension

Listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge. Cognitive psychology defines comprehension as information processing. Schemata are the guiding structures in the comprehension process. The schema is described by Rumelhart (1980, p. 34) as —a data structure for representing the generic concepts stored in memory. It can be used to represent our knowledge about all concepts: those underlying objects, situations, events, sequences of events, actions and sequences of actions. According to the cognitive comprehension theory, —schema means an abstract textual structure that the listener uses to make sense of the given text. The listener makes use of linguistic and situational cues and also the expectations he/she has about the new input to evoke schemata. When a schema has been evoked, it will become a guiding structure in comprehension. If the incoming information is matched with the schema, then the listeners have succeeded in comprehending the text; if they are not compatible, either the information or the schema will be discarded or modified. The principle of schema leads to two fundamental modes of information processing: bottom-up processing and top-down processing.

These two processing intersect to develop an interactive processing. Thus, models for listening process fall into three types.

Bottom-up processing (the first type of models) is activated by the new incoming data. The features of the data pass into the system through the best fitting, bottom-level schemata. Schemata are hierarchically formed, from the most specific at the bottom to the most general at the top. It acknowledges that listening is a process of decoding the sounds, from the smallest meaningful units (phonemes) to complete texts. Thus, phonemic units are decoded and connected together to construct words, words are connected together to construct phrases, phrases are connected together to construct utterances, and utterances are connected together to construct complete, meaningful text. That is to say, meaning is arrived at as the last step in the process. A chain of incoming sounds trigger schemata hierarchically organized in a listener's mind—the phonological knowledge, the morphological knowledge, lexical and syntactical knowledge (syntactical knowledge aids to analyze the sentence structure). Thus, the listener makes use of —his knowledge of words, syntax, and grammar to work on form in the bottom-up processing (Rubin, 1994, p. 210). This process is closely associated with the listener's linguistic knowledge. However, bottom-up processing has its weak points. Understanding a text is an interactive process

between the listener's previous knowledge and the text. Efficient comprehension that associates the textual material with listener's brain doesn't only depend on one's linguistic knowledge.

Top-down processing (the second type) is explained as employing background knowledge in comprehending the meaning of a message. Carrell and Eisterhold (1983) point out that in top-down processing, the system makes general predictions based on —a higher level, general schemata, and then searches the input for information to fit into these practically satisfied, higher order schemata. In terms of listening, the listener actively constructs (or reconstructs) the original meaning of the speaker employing new input as clues. In this reconstruction process, the listener employs prior knowledge of the context and situation within which the listening occurs to understand what he/she hears. Context and situation involve such things as knowledge of the topic at hand, the speaker or speakers, and their correlation with the situation, as well as with each other and previous events

We must realize if the incoming information the listener hears is unfamiliar to him, it can't evoke his schemata and he can only depend heavily on his linguistic knowledge in LC. Besides, although the listener can trigger a schema, he might not have the suitable schema expected by the speaker.

Thus, only relying on top-down processing may result in the failure of comprehension.

The interactive processing (the third type) overcomes the disadvantages of bottom-up processing and top-down processing to augment the comprehension. In the early 1980s, it was the tendency that only top-down processing was acknowledged to improve L2 (second language) listening comprehension. However it is now more generally accepted that both top-down and bottom-up listening processing should be combined to enhance LC. Complex and simultaneous processing of background knowledge information, contextual information and linguistic information make comprehension and interpretation become easy. When the content of the material is familiar to the listener, he will employ his background knowledge at the same time to make predictions which will be proved by the new input. As opposed with this, if the listener is unfamiliar with the content of the listening text and deficient in language proficiency, he can only depend on his linguistic knowledge, especially the lexical and syntactical knowledge to make sense of the information. From the cognitive perspective, Anderson (1985) elaborates that comprehension consists of perception, parsing and utilization. Perceptual processing is the encoding of the acoustic or written message. In listening, this covers chunking phonemes from the continuous

speech stream (Anderson, (p. 37) (1995). During this stage, an individual pays close attention to input and the sounds are stored in echoic memory. While the input is still in echoic memory, some initial analysis of the language code may start, and encoding processes may transform some of the input into meaningful representations Anderson, (1985). It seems probable that the same factors in perceptual processing that attend to auditory material excluding other competing stimuli in the environment also attend selectively to certain key words or phrases that are important in the context, attend to pauses and acoustic emphases that may offer clues to segmentation and to meaning, or attend to contextual elements that may fit with or support the interpretation of meaning such as the listener's goals, expectations about the speaker's purpose, and the type of speech interaction contained (for example, a conversation or a lecture). In the second LC process— parsing, words are converted into a mental representation of the combined meaning of these words. The basic unit of LC is a proposition Anderson, (1985). Complex propositions may be differentiated into simpler propositions that can be regrouped by the listener to produce new sentences whose basic meaning does not alter. Therefore, through parsing, a meaning-based representation of the original sequence of words can be stored in short-term memory; this representation is an abstraction of the original word sequences

but can be employed to reproduce the original sequences or at least their planned meaning. The size of the unit or segment (or —chunk‖) of information processed will rely on the learner's knowledge of the language, general knowledge of the topic, and how the information is presented. The main clue for segmentation in LC is meaning, which may be represented syntactically, semantically, phonologically, or by any combination of these. Second language listeners may have some trouble in understanding language spoken at typical conversational rates by native speakers if they are unfamiliar with the rules for segmentation, even though they may comprehend individual words when heard separately. Findings from research with second language learners show that memory span for target language input is shorter than for native language input Call, (1985). Complex input materials may be especially difficult to comprehend in a second language because they need combining of parsed segments in the process of, thus putting an extra burden on STM (short-term memory) which already may be burdened with un-encoded elements of the new input. The third process, utilization, is composed of associating a mental representation of the auditory meaning with existing knowledge. Existing knowledge is retained in long-term memory as propositions or schemata. Connections between the new input meaning and existing knowledge take place through

spreading activation in which knowledge in LTM (long-term memory) is activated so that it is associated with the new meanings in STM. Comprehension occurs when input and knowledge are matched with each other. Perception, parsing and utilization stand for different levels of processing. Of the three levels of processing, perception is the lowest. All three phases are recursive and connected closely, and can occur simultaneously during a single listening event. Coakley&Wolvin (1986) suggest that listening comprehension in a L2 (second language) is the process of receiving, focusing attention on, and assigning meaning to aural stimuli. It includes a listener, who brings prior knowledge of the topic, linguistic knowledge and cognitive processes to the listening task, the aural text, and the interaction between the two. Fischer and Farris (1995) regard listening comprehension as a process by which students actively form a mental representation of an aural text according to prior knowledge of the topic and information found within.

2 – 6 .Listening in language learning and teaching

Listeners use met cognitive, cognitive and socio-affective strategies to facilitate comprehension and to make their learning more effective. Met cognitive strategies are important because they oversee, regulate or direct the language learning process. Cognitive strategies manipulate the material to be

learned or apply a specific technique to a listening task. Socio-affective strategies describe the techniques listeners use to collaborate with others, to verify understanding or to lower anxiety. Research shows that skilled listeners use more met cognitive strategies than their less-skilled counterparts O'Malley & Chamot, (1990), Vandergrift, (1997a). When listeners know how to

1. analyze the requirements of a listening task;
2. activate the appropriate listening processes required;
3. make appropriate predictions;
4. monitor their comprehension;

and

5. evaluate the success of their approach,

They are using met cognitive knowledge for successful listening comprehension. This is critical to the development of self-regulated learning Wenden, (1998).

2-6-1 teaching listening

(Mendelsohn, 1998) notes a gap between the interests of listening researchers and classroom practitioners in that classroom materials do very little to develop met cognitive knowledge through raising learners' consciousness of listening processes. It is imperative to teach

students how to listen. This shifts the emphasis of listening practice from product to process and the responsibility of learning from the teacher to the student, thereby helping students become self-regulated learners.

The following pedagogical sequence Vandergrift, (1999) can develop an awareness of the process of (one-way) listening and help students acquire the met cognitive knowledge critical to success in listening comprehension. A pedagogical sequence for development of two-way listening skills used largely in interaction with another speaker can be found in Ross & Rost, (1991) or Vandergrift, (1997b).

2 – 6 -2 planning for the successful completion of a listening task

Pre-listening activities help students make decisions about what to listen for and, subsequently, to focus attention on meaning while listening. During this critical phase of the listening process, teachers prepare students for what they will hear and what they are expected to do. First, students need to bring to consciousness their knowledge of the topic, their knowledge of how information is organized in different texts and any relevant cultural information. Second, a purpose for listening must be established so that students know the specific information they need to listen for and/or the

degree of detail required. Using all the available information, students can make predictions to anticipate what they might hear.

2-6 – 3-Monitoring comprehension during a listening task

During the listening activity itself, students monitor their comprehension and make decisions about strategy use. Students need to evaluate continually what they comprehend and check:

1. consistency with their predictions, and
2. Internal consistency; i.e., the ongoing interpretation of the oral text or interaction.

Teacher intervention during this phase is virtually impossible because of the ephemeral nature of listening. Periodic practice in decision-making skills and strategy use can sharpen differencing skills and help students to monitor more effectively.

2-6 -4 Evaluating the approach and outcomes of a listening task

Students need to evaluate the results of decisions made during a listening task. The teacher can encourage self-evaluation and reflection by asking students to assess the effectiveness of strategies used. Group or class discussions on the approach taken by different students can also stimulate reflection and worthwhile evaluation. Students are encouraged to share

individual routes leading to success; e.g. how someone guessed (inference) the meaning of a certain word or how someone modified a particular strategy.

In order to help students consciously focus on planning, monitoring and evaluation before and after the completion of listening tasks, teachers can develop performance checklists see, for example, Vandergrift, (1999, 2002). Instruments such as these help students prepare for a listening task and evaluate their performance.

2 -7 Previous studies:

Listening comprehension has been neglected in research and practice until quite recently. Even now, we cannot say that listening comprehension researches abound in the literature when compared to what of reading comprehension . This is why some researchers call listening comprehension “ Cinderella skill in second and foreign language learning” Nunan, (p.47) (1997), However, it is true that listening is vital in language learning, in that it provides input for the learners. Without understanding input, students cannot learn anything.

Study (1) AL-Hariree, (2004) aimed at developing some listening comprehension skills for first-year secondary school students through the use of some met cognitive strategies. The study adopted a quasi-

experimental design. Subjects in this study were female first-year secondary school students. Two classes were randomly selected and assigned to two groups: an experimental group of 40 students and a control group of 40 students. Students in the experimental group were taught using met cognitive strategies through the Strategy-Based Approach to listening and the Cognitive Academic Language Learning Approach (CALLA) for developing their listening comprehension skills. The control group received strategy-based approach and the CALLA approach helped the experimental group students develop their listening skills. The results of the study were positive and showed that there was a statistically significant difference between the mean scores of the experimental group and the control group in favor of the experimental group

The present study concluded that the absence of the listening materials in the textbooks , and the lack of the audio vial aids lead to the negligence the LC , both studies agree that the use of the audiovisual plays a great role in developing this skill and mastering the language.

Study (2) Kashghari, (2003) conducted a study aimed at examining the effect of visual cues on listening comprehension skill. The sample of the study was 29 female L2 students in the English department at Umm Al-

Quran University. They were assigned to two groups: 14 students in the Audio group and 15 students in the Visual group. All subjects listened to two lectures. The lectures were presented to the Audio group using an audiotape, and to the Visual group using an audiotape and pictures related to the content of the lectures. Visual groups completed five tasks: the SLEP test, a demographic profile, writing a summary for each lecture, comprehension questions, and a questionnaire.

The results of the study revealed the significance of using visual cues in developing the listening comprehension skill of L2 learners. The Visual group showed a positive attitude toward listening comprehension with visual cues.

The finding of this study concluded with the same of the present study that indicates the effective role the listening skill in enabling the learners to master the language Summary. This chapter presents the deflection of the listening skill , the types of listing , and previous studies

CHAPTER THREE

RESEARCH METHODOLOGY

3-0 Introduction

This chapter presents the methodology of this research. It shows how the design of the study was performed in term of selected criteria of subjects and instrument

3 – 1 Research Method

The researcher used the descriptive analytical method, to analyze data collected.

To achieve the objectives of the study and to verify hypotheses, statistical method used the following

- 1- charts
- 2- frequency distribution of the answers
- 3- percentages
- 4- alpha equation , to calculate the reliability

3. 2 – Data Collection Tool:

The data of this study is obtained using a questionnaire for the teachers.

The researcher constructed close – ended questions to, gather data from the EFL Sudanese teachers at the secondary level in Khartoum locality . The questionnaire is about investigating the extend of English Sudanese teachers of the importance of listening skill in mastering the language . It contained 9 questions.

3- 3-Population

The participants of this study are the teachers of Al Khartoum locality at the secondary level in clouding 10 schools in the academic year 2016 – 2017

3- 4 Sampling

The sampling of this study consists of 40 teachers of secondary schools at Khartoum locality , for both male and female . The sample of the study was selected randomly from the population.

3-5 Reliability and Validity:

Stability means that measure gives the same results if used more than once under similar conditions.

Reliability is defined as the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials.

Validity is defined as the extent to which the instrument measures what it purports to measure. and calculate in many ways represents the easiest being the square root of the reliability coefficient

$$\text{Validity} = \sqrt{\text{Reliability}}$$

Researcher calculates the reliability coefficient of the scale used in the questionnaire by alpha equation and the results as follows:

Reliability and Validity:

Questionnaire	
reliability coefficient	validity coefficient
0.72	0.521

Source: prepared by researcher, using SPSS, 2015

To achieve the validity the questionnaire was given to Dr Mohammed Altayeb , Dr Alsir Bashom who are staff member in Sudan University of Science and Technology and Ustaz Alt ayeb Altohame supervisor in Khartoum locality secondary schools. Notes from the analyzed shows that all reliability and validity coefficients for questionnaire is greater than (50%) and close to the one, This indicates that the questionnaire is characterized by high reliability and validity, and makes statistical analysis acceptable.

3.6- Instrument

The instrument which has been used to collect data is a questionnaire. The questionnaire goes through the following steps.

- 1- First , it is designed by the researcher
- 2- Then it is approved by the supervisor
- 3- After that it is referred to the experts for judgment
- 4- Then it is piloted by being completed by ten teachers .

Feedback from the above steps is gained to make the necessary modification to ensure that the questionnaire is valid and reliable

Finally it is distributed for 40 teachers.

CHAPTER FOUR

DATA ANALYSIS & DISCUSSIONS

4.0 -Introduction

This chapter devotes to the analysis and discussion of the study. The is data collected by using questionnaire to 40 English teachers in Khartoum locality secondary schools ,to investigate the extent of Sudanese English teachers ‘ awareness of the importance of listening skill in mastering the Language .

The researcher used the statistical analysis to analyze the results.

Table (4.1) Gender

Gender	Frequency	Percentage
Male	21	52.5 %
Female	19	47.5 %
Total	40	100 %

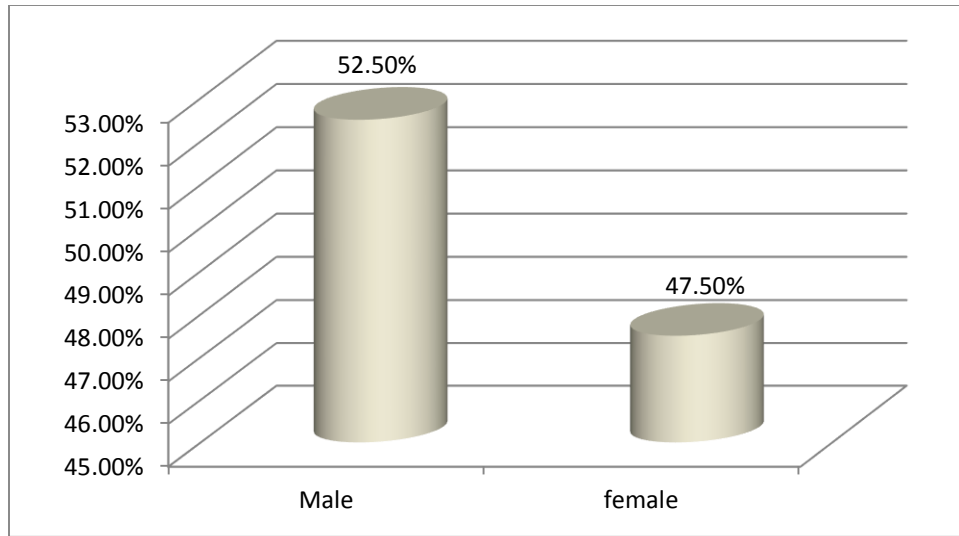


Figure (4. 1) Gender

Table (4 .1) and figure (4.1) shows that male holds with a 52% of the whole sample

Analysis of data related to Qualification:

Table (4. 2) Qualification

Qualification	Frequency	Percentage
Diploma	2	5%
Bachelor	25	62.50%
Post Graduate Diploma	5	12.5%
Master	8	20%
PhD	0	0%

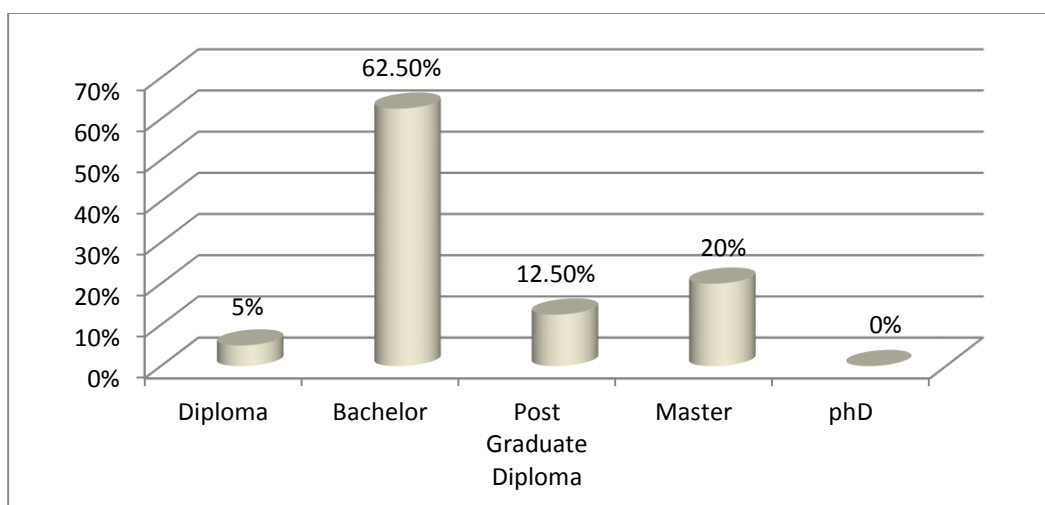


Figure (4. 2) Qualification

In table (4.2) and figure (4. 2) Bachelor holds with a (62.5%) of the subject of the study while Post Graduate (12.5).

Table (4.3) experience

	Frequency	Percentage
1—5	21	52.5%
6—10	4	10%
11—15	5	12.5%
16—20	5	12.5%
21—25	3.5	8.75%
26—30	1.5	3.75%
Total	40	100%

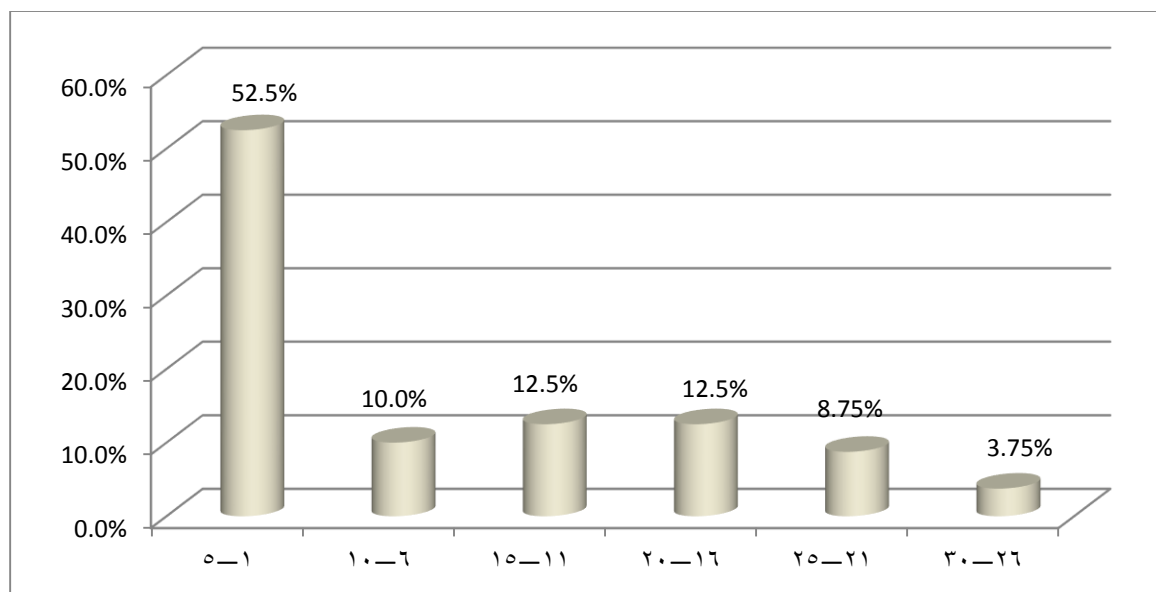


Figure (4.3)

From table (4.3) and figure (4.3) the researcher notes that teachers with short experience are (52.5%) that indicates the negligence of the listening skill.

4-1 Analysis of the data related to the first hypothesis:

Sudanese EFL teachers are aware of the role of listening comprehension in developing language skills.

Table (4.4) Teachers' awareness of the role of L C

	Frequency	Percentage
Agree	22	55%
Neutral	6	15%
Disagree	12	30.5%
Total	40	100 %

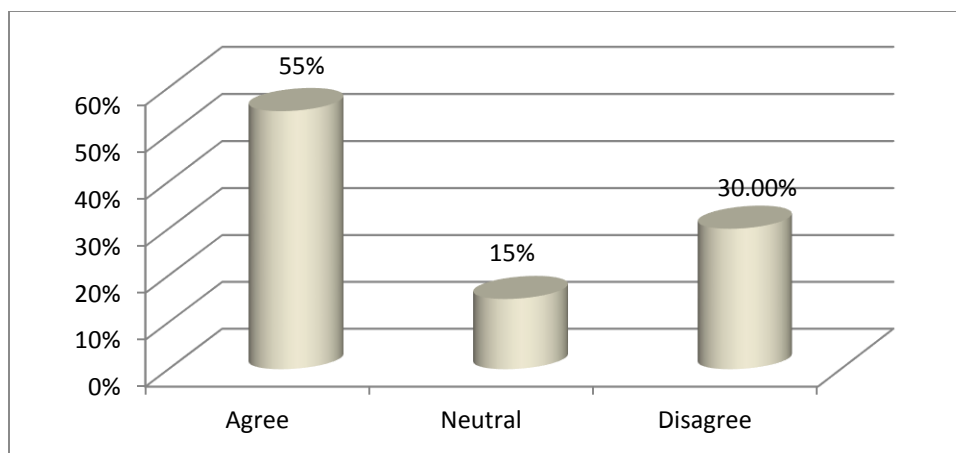


Figure (4. 4) Teachers' awareness of the role of L C

Table(4 .4) and figure (4 .4) the researcher finds that majority of the Sudanese teachers are aware of the important role of L C with (55%)

Statement (2)

Sudanese EFL teachers are aware of the effective role of listening comprehension in the teaching and learning process:-

Table (4. 5) the effective role of L C

	Frequency	Percentage
Agree	26	65%
Neutral	10	25%
Disagree	4	10%
Total	40	100 %

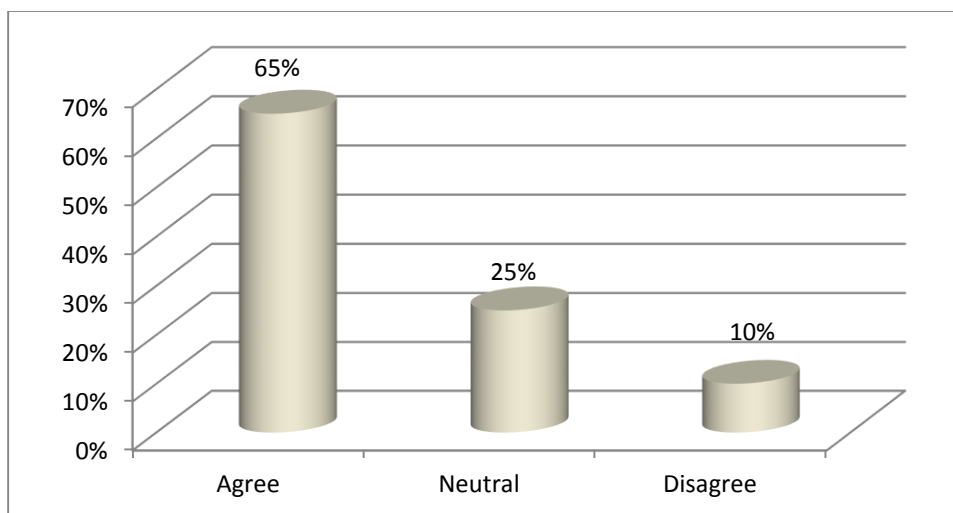


Figure (4 . 5) The effective role of L C

The finding of table (4 . 5) and figure (4 . 5) shows that most of the sample of study holds with (65%) . This indicates the Sudanese English teachers are aware of the effective role of L C in the teaching and learning process and enabling the learners to master the language

Statement (3)

Listening comprehension is an important skill for language input

Table (4. 6) the importance of L C

	Frequency	Percentage
Agree	36	90%
Neutral	1	2.5%
Disagree	3	7.5%
Total	40	100 %

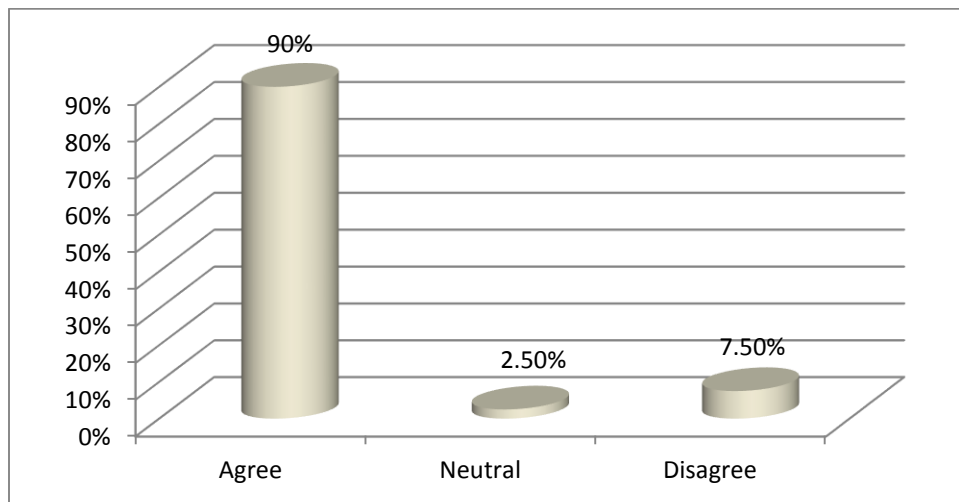


Figure (4 .6) the importance of L C

From table (4 .6) and figure (4.6) the researcher notes the findings illustrates the importance of the listening skill for language input by (36) and with (90%)

4-3Analysis of data related to the second hypothesis:

The negligence of listening comprehension is because of the lack of the listening material in the textbooks.

Statement (4)

The negligence of listening comprehension is because of the lack of the listening material in the textbooks.

Table (4. 7) the negligence of L C

	Frequency	Percentage
Agree	36	90%
Neutral	1	2.5%
Disagree	3	7.5%
Total	40	100 %

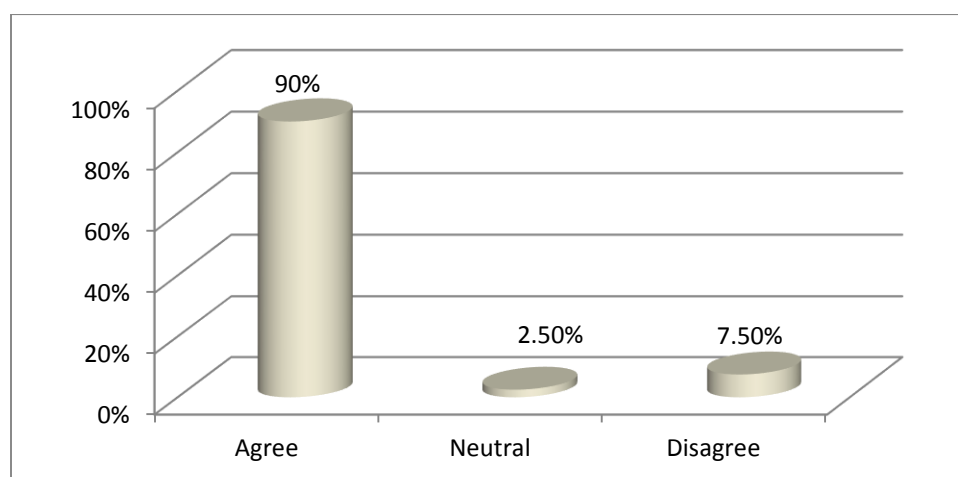


Figure (4. 7) the negligence of L C

From table (4 . 7) and figure (4. 7) the findings indicate that the lack of listening materials in the textbook leads to the negligence by (31) and with (77.5%)

Statement (5)

The negligence of listening comprehension is due to the lack of audio visual aid.

Table (4. 8) the negligence of L C

	Frequency	Percentage
Agree	28	70%
Neutral	4	10%
Disagree	8	20%
Total	40	100 %

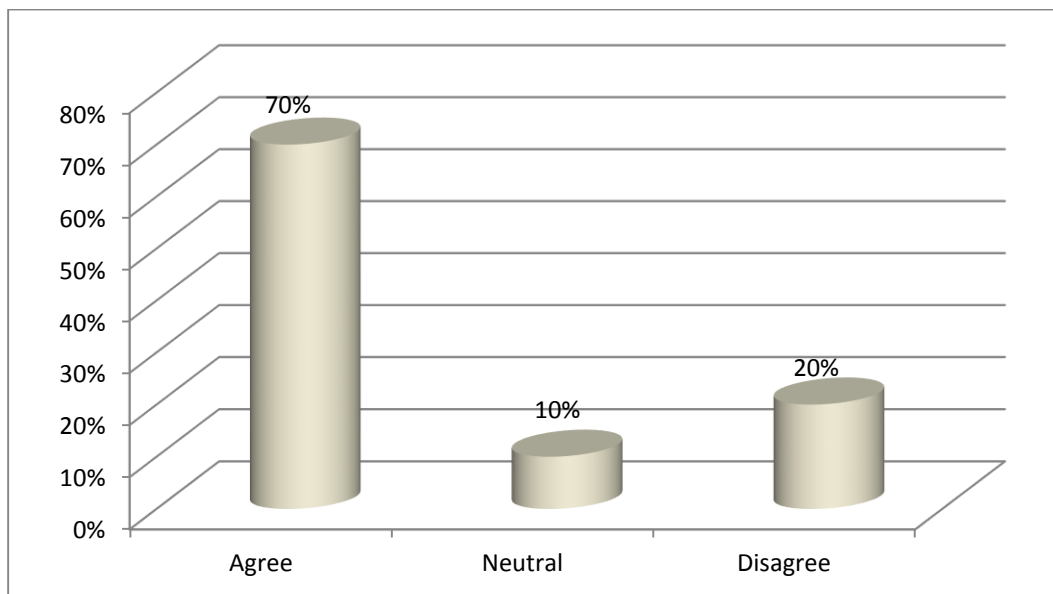


Figure (4. 8) the negligence of L C

Table (4. 8) and figure (4 .8) shows that the lack of the audio visual aids affects on the teaching process , and leads to the negligence of L C by (28) and with (70%)

Statement (6)

The negligence is due that listening comprehension is a passive skill.

Table (4. 9) the negligence of L C

	Frequency	Percentage
Agree	6	15%
Neutral	8	20%
Disagree	25	62.5%
Total	40	100 %

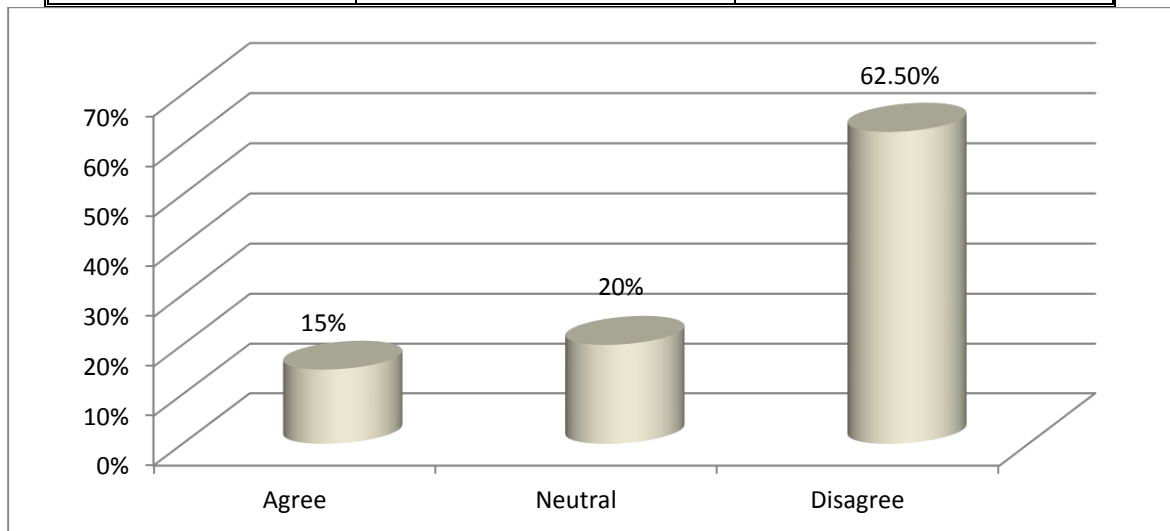


Figure (4. 9) the negligence of L C

From table (4 . 9) and figure (4 . 9) The researcher notes that most of the Sudanese English teachers do not agree that listening is a passive skill(by (25) and with (62.5%)

Analysis of the data related to the third hypothesis

The negligence of listening comprehension affects the teaching and learning process .

Statement (7)

Listening comprehension is a difficult task for the Sudanese EFL teachers to prepare.

Table (4 .10) Difficulty of L C

	Frequency	Percentage
Agree	27	67.5%
Neutral	4	10%
Disagree	9	22.5%
Total	40	100 %

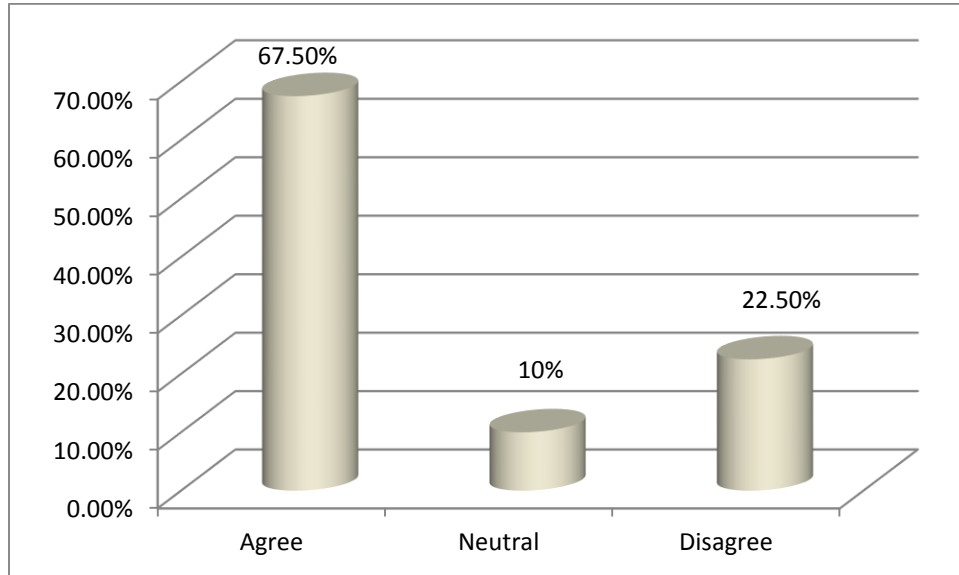


Figure (4. 10) Difficulty of L C

From table (4. 10) and figure (4 . 10) the findings show that most of the Sudanese English teachers agree by (27) and with (67.5%) that L C is a

difficult task to prepare . The researcher due that to the lack and absence of audio visual aids and listening materials in the textbooks

Statement (8)

Listening comprehension is a difficult task for the Sudanese EFL learners :

Table (4. 11) Difficulty of L C

	Frequency	Percentage
Agree	16	40%
Neutral	9	22.5%
Disagree	15	37.5%
Total	40	100 %

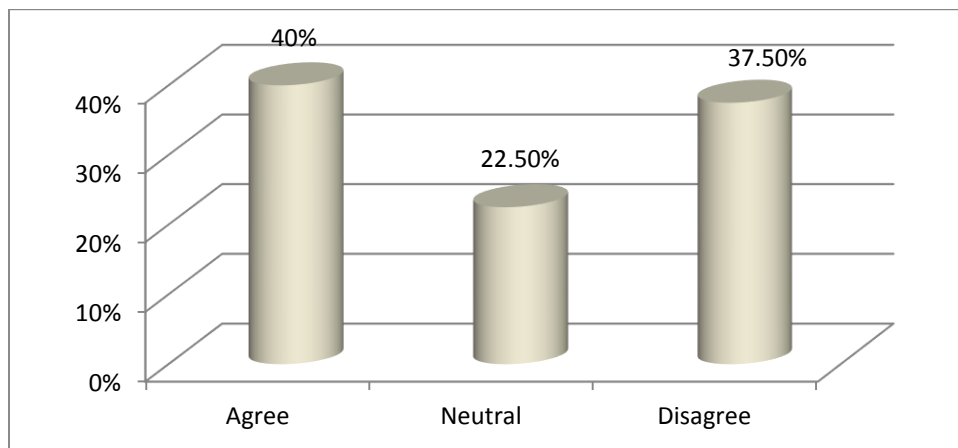


Figure (4. 11) Difficulty if L C

From table (4 . 11) and figure (4 . 11) The findings show that most of the sample of study (agree) by (16) and with (40%) that L C is difficult to the Sudanese learners because it is not familiar to them.

Statement (9):

Listening comprehension develops the EFL learners' linguistic and communication abilities

Table (4 .12) L C Develops EFL learners' linguistic & communication

	Frequency	Percentage
Agree	33	82.5%
Neutral	5	12.5%
Disagree	2	5%
Total	40	100 %

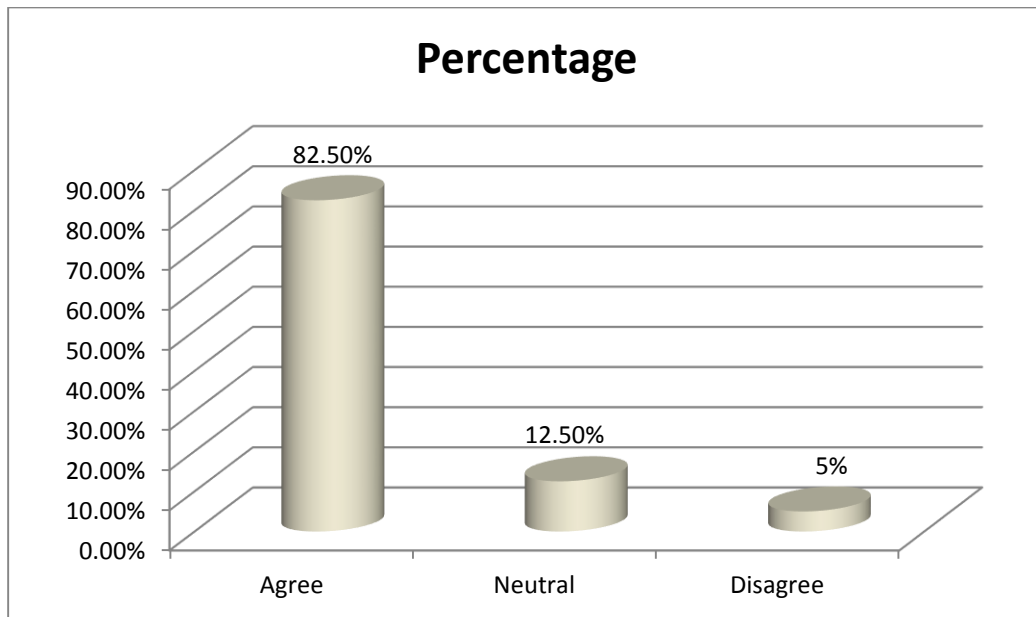


Figure (4 .12) L C Develops EFL linguistic & communication

From table (4 . 12) and figure (4 .12) the researcher notes that most of the sample of study agree by (33) and with (82.5%) that L C develops the learners linguistic and communication ability to express themselves .

The result analysis of study shows that the majority of the Sudanese EFL teachers are aware of the important and the affective role that, listening comprehension has in improving and developing the teaching and learning process

It also indicated the more than half of the Sudanese EFL teachers neglect listening comprehension , and they due the negligence to the absence of the listening comprehension in the textbooks, and the lack of audio visual aids , the result also showed that the difficulties in preparing listening comprehension let to its negligence

Finally the results showed the Sudanese EFL teachers are aware of that listening is not a passive skill , and it has a great role in developing the EFL learners' linguistic and communication abilities to master the language.

CHAPTER FIVE

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

FOR FURTHER STUDIES

5.0 Introduction:

This chapter presents the final task of the study which included the conclusion , recommendation that the study reached into , it also includes suggestions for further and following studies on the same area

5.1 Conclusions:

This study investigated the extent of Sudanese English teachers' awareness of the importance of listening skill in mastering the language , it concludes that the Sudanese English teachers are aware of the effective role of the listening comprehension in teaching and learning process , the negligence of the listening comprehension is due to the absence of the listening material in the textbooks and lack of the audio visual aid.

5.2 Recommendations and Suggestions for Further Studies:

The study sums up the recommendations in the following

1. Language plan and curriculum designers have to point into consideration listening material within the textbooks
2. Audio visual should be available in the schools
3. Teachers can supplement the textbook in the absence of the listening material

For further studies the researcher suggests

Studies on the difficulties that face the learners in listening comprehension.

Supplementary material on listening comprehension can distributed to the schools to enable the teachers to teach listening comprehension

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