

CHAPTER ONE

Introduction

1.1 Background

According to Jawad Khan (2013) computer is an electronic machine that can solve different problems process data and retrieve data and perform calculations faster and efficiently than humans (According to Wikipedia the word "computer " was first used in book called "the young mans gleanings in 1613 " is a programmable electronic device designed to accept data, perform prescribed mathematical and logical operations at high speed, and display the results of these operations

Desktop, laptop- computers, tablets, and smart phones are some of the different types of computer.

The role of computer technology as an aid in foreign language teaching and learning is increasing. Educators are recognizing its ability to create both dependant and collaborative learning environments which students can acquire and practice a new language. The researcher wants to investigate the effect of computer technology on developing listening at secondary level and the attitude of learners towards technology.

1.2 Statement of the Study

The researcher noticed that Sudanese secondary level students face a number of problems when they listen to a text they cannot easily get the general idea (the gist). They cannot pick up specific information (the details they cannot use the next to make sense of utterances. They cannot understand of the text because they are not familiar with pronunciation.

1.3 Questions of the Study

This study sets out to answer the following questions:

1-To what extent do secondary school students face difficulties in understanding the overall meaning of listening text?

2-How can CALL help students to understand the overall meaning of listening text?

3- How can CALL help students to get specific information from a listening text?

4-Why do students misunderstand the meaning of utterances?

5-How can CALL help them to use the context to understand the meaning of the utterances?

1.4 Hypotheses of the Study

This research has the following hypotheses:

1-Secondary school students have difficulty in understanding the overall meaning of a listening text?

2-CALL can help the students to understand the overall meaning of the listening text.

3- CALL can help the students to relate the utterances to the context.

4-Secondary school students misunderstand utterances because of pronunciation.

5-CAII can help students to get the correct pronunciation of words and expressions?

1.5 Methodology of the Study

The study is describing the difficulties and will try to find out the causes then it will show how CALL can solve these problems.

The population of the study will be Sudanese students at secondary level.

The sample will be from some schools in Omdurman. The study will use questionnaire to collect data and it will be analyzed statistically to answer the questions.

1.6 Objectives of the Study

This research aims at

- 1- Finding out whether secondary school students face difficulties in understanding the overall meaning of a listening text.
- 2- Examining how CALL can help students to understand the overall meaning a listening test.
- 3- Exploring why secondary school students misunderstand utterances.
- 4- Exploring whether Secondary school students misunderstand utterances because of pronunciation.
- 5- Highlighting whether CAII can help students to get the correct pronunciation of words and expressions.

1.7 Significance of the Study

Although the computer listening text is the most difficult one in computer skills but it's very important. This research attempts to know about English language learners attitude towards using computer technology specifically in listening text .The findings of this research may fill gap left by previous researches in the impact of computer on developing listening text.

1.8. Limitation of the Study

This study is limited to investigating the impact of computer technology on developing listening at secondary level. The Population of this study is limited to the Sudanese students at secondary level in the academic year 2018/ 2019; the sample will be drawn from some schools in Omdurman at Karari locality. The researcher will select 50 students randomly and give them questionnaires.

CHAPTER TWO

Literature Review and Previous Studies

2.1 Introduction

This chapter will include the background about listening, definitions and types, in addition the researcher will discuss the importance of CALL in learning English language, history of it and its phases and typology and previous studies in the impact of computer on developing listening skill.

2.2 Listening

2.2.1 Definition of listening

Listening is to give one's attention to sound or action. Listening contains complex affective, cognitive and behavioral operations. Effective operations involve the motivation to attend to other; cognitive processes include: understanding, receiving, and interpreting content and relating messages; and behavioral processes include: responding with verbal and non-verbal feedback.

Listening differs from obeying. A person who receives and understands information or an instruction and then chooses not to comply with it to agree to it, has listened to the speaker even though the result is not what the speaker wanted. Listening is a term in which the listener listens to the one who produced the to be listened. Listening is one of the four skills of language learning.

All language teaching united with listening components except grammar – translation method. But there are some teaching methods, just include studying listening and response. A distinction is often made between "intensive listening and extensive listening". At the first one the learners try to listen with full precision to relate brief sequence of speech. And the other

one ,the learners listen to get the general idea .So while intensive listening is more effective in developing specific aspects of listening ability , extensive listening is more effective in building fluency and maintaining learner motivation.

The scientist Ronald Barth distinguished between listening and hearing as following: hearing is a physiological phenomenon; listening is a physiological operations. So, hearing is always occurring, most of the time subconsciously. In contrast listening is the interpretative action taken by the listener in order to understand and to be able to get the meaning of the sound waves out .Barthes shows that listening can be understood by three levels: the first level, is the detection of environmental sound cues.

The second level contains: deciphering, detecting patterns in and interpreting sounds .An examples of this level is that a child waiting of the sound of his mother, s return home. In this scenario the child is waiting to pick up on sound cues (e.g. Jingling keys, the turn of the door knob, etc.) that will sign his mother approach. The last one deal with the affection of the listener, this type is important in psychoanalysis. However all this mentioned levels function together.

2.2.2 Types of Listening

Listening has two main types (and they act as the foundations of all listening sub- types), firstly the two main types are:

1-Discriminative listening, is developed in the womb, at a very early age may be even before birth. This is the most basic form of listening and does not deal with understanding of the meaning of the word or phrases but merely the different sound that are produced , for instance in early childhood ,a child distinguish between his parents voices ; his mother voice differ from his father . Discriminative listening develops through child hood and into

adulthood. As we grow older and develop life experience our ability to distinguish between different sounds is improved. Not only different voices, but we also develop the ability to recognize and understand what different sounds means. For example distinguishing between regional accents and the emotions and feeling of the speaker (happy, sad, angry, or stressed).

2-Comprehensive listening is the other main type of listening in order to use comprehensive listening the listener first needs a suitable vocabulary and language skill. There for the listener should avoid using jargon or complicated language. But comprehensive listening has problems, that if two different people listening to the same thing may understand the message in two different ways, also this problems can occur multiple in a group setting like class room or business meeting, where a numerous different meanings can be derived from what has been said Comprehensive listening affects by non verbal communication, such as the tone, voice, gestures, and other body language. In spite of these non verbal communication is useful in comprehensive listening but can also lead to misunderstanding. So, in many situations they use some vital skills to clarify.

3- Informational listening is to listen and learn something. Informational listening is occur in formal settings such as : at work meetings , in education , when you listen to the news , watch a documentary , when a friend tells you prescription ,or when are talking through technical problem with computer and. ect. Although all type of listening is, active they require concentration and effort to understand. Informational listening is less active than the other types.

4- Critical listening in this type the goal of listening is to evaluate or examine carefully what is been said. When the word critical is used to describe listening, reading or thinking it does not mean that you are claiming the information you are listening to somehow faulty. It just means listen to

engage in what you are listening to by asking yourself questions such as: what is speaker trying to say? Or what is the main argument being presented? How does what aim hearing differ from my believes, know ledges, or opinions? Critical listening is a much more active than informational listening and usually contains some sorts of problem solving or disc ion making. Critical received what we already know or believe, where as informational listening mostly concern with receiving facts.

5- Empathic listening is contain trying to understand the feelings and emotions of the speaker and share him the feelings .Empathy is not the same as sympathy, it involves more than being compassionate or feeling sorry for somebody else, it involve a deeper connection, realization and understanding of another persons, points of view. Cancellers, the rapists and some other professional use this type of listening to understand and help their clients. Empathic listening avoids judgment or making advice is just encouraging speakers to explain and share their feelings and emotions with others. To avoid misunderstanding they often use some skills such as: clarification and reflection. Clarification is checking that the listener's understanding is correct and resolving any areas of confusion or misunderstanding. Sometimes involve asking question or occasionally surmising what the speaker said and involve nonjudgmental. Reflecting is process of paraphrasing and re stating both the feelings and words of the speaker.

Reflecting aim to:

1-Allow the speaker to hear their own thoughts and to focus on what they say and feel.

2- To show the speaker that you are trying to perceive the world as they see it and that you are doing the best to understand their massage

3- Talking.

Reflecting does not involve you to ask question introducing a new topic or leading to the conversation in other direction. So, all we have ability of emphatic listening and may practice it with friends, family, colleagues. You may feel more comfortable talking about your own feelings with particular person, this is often based on similar perspective, experiences, believes and values.

2.3.1 Definition of CALL

The term CALI used before CALL which referred to (computer assisted language instruction) reflecting its origin as branch of the general term CAI (computer-assisted instruction). However as it appeared to denote teacher – centered approach (instructional), teachers are preferred a student center approach, focusing on learning rather than instruction.

According to Davies Higgins (1982) CALL began to replace CALI in the early 1980s. The present philosophy of CALL puts strong emphasis on student center material that allows learners to work on their own. These materials have two important features: interactive learning and individualize learning .It can be structured or UN structured. CALL is necessarily a tool that help teacher to facilitate the language process of learning. Also it can be used to re in force what has been already learnt in the class room or as tool to help learners who require additional support.

The designs of CALL materials generally take s into consideration principles of language pedagogy and methodology, which may derived from different learning theories (e.g. behaviorist cognitive, constructive) and second-language theories such as Stephen Krashens monitor hypothesis.

2.3.2 History of CALL

According to Martiy 1980s CALL firstly introduced on university of Illinois' mainf; knmraim computers in 1960s in the early development of CALL. The

reach of microcomputer in the late 1970s brought computing within wide range of audience, this resulting in extreme development of CALL programs and publications of books on CALL in the early 1980s. Tens of programs are currently available on the internet, at different prices, from free to expensive and other programs available through university language courses. There have been several attempts to document the history of CALL. The period from the mid-1960s to the mid-1990s, covered by Sander (1995) focusing on CALL in North America. History of CALL worldwide was documented by Delcloque (2000) from its beginning in 1960s to the emersion of the new millennium. In (2005), Davies takes a look back at CALL, s past and attempts to predict where it is going. Hubbard (2009) offers a group of 74 key articles and book excerpts, originally published in the year 1988-2007, this give a comprehensive overview of the wide range of leading ideas, and this research results with an influence on the development of CALL or showing promise in doing so in the future. Butler-Pasco in (2011) looks of the history of CALL in the field of educational technology and second/foreign language acquisition.

2.3.3 Typology and Phases

There were many attempts made to establish a CALL typology during the 1980s and 1990s. Davies and Higgins (1985), Jones and Fortescue (1987), Hardisty and windeatt (1989) identified different types of programs. These include:

Gap filling programs , multiple-choice programs , free format (text-entry) programs, adventures and simulations, action mazes, sentence recording programs, exploratory programs and total cloze (type of program in which the learner has to re built a whole text). Most of these programs still exist in modernized versions. Warshauer (1996) and Warshauer and Healy (1998) took different approach. Rather than focusing on the typology of CALL, classified referring to pedagogical and methodological approach:

- Behavioristic CALL: in the 1950s to 1970s.
- Communicative CALL 1970s to 1980s.
- Integrative CALL: (multimedia and the internet 1960s).

The first phases was behavioristic CALL (1960s -1970s) most CALL programs in Warshauer and Healey in this phase ,it contained of drill and practice materials in which the computer presented stimulus and the learner provided response . At the beginning both could be done through text. The computer would analyze students input and give feedback , and more complex programs still exist today, behavioristic approach to language learning have been rejected by most language teachers , and the increasing of sophisticated computer technology led CALL to other possibilities. The second phase was communicative CALL, according to Underwood (1984) it is based on the communicative approach that became prominent in the late 1970s and 1980s. In this phase the focus is on using the language rather than analysis of the language, grammar is thought implicitly rather than explicitly. The first CALL software in this phase provide skill practice but not in drill format –for instance: text reconstruction and language games –but the computer remain the tutor .Also in this phase, computers provided context for students to use the Language, such as asking for directions to a place, and program not designed for language learning such as: SimCity, Sleuth and where in the world is Carmen Sandi ego? . The criticism of this approach includes using computer for more marginal aims rather than the central aims of language teaching.

The third phase of CALL was, integrative CALL (1990s) , tried to address criticisms of the communicative approach by integrating the teaching of language skills into tasks or projects ,to provide direction and coherence .It also deals with development of multimedia technology (providing , text , graphics, sound and animation) as well as computer m-mediated communication (CMC). CALL in this period shifts from the use of computer

for drill and tutorial purpose to medium for education beyond the class room. In the later publication Warshauer changed the name of the first phase from behavioristic CALL to structural CALL and also revised the dates of the three phases (Warshauer 2002).

-Structural CALL: 1970s-1980s.

-Communicative CALL: 1980s-1990s.

-Integrative CALL: 2000 onwards.

Bax (2003) took issue with Warshauer and suggest these three

Phases:

1- Restricted CALL, mainly behaviouristic CALL 1960s-1970s.

2- Open CALL, i.e. open in terms of feedback given to students, software types and the role of the teacher, also including simulations and games: 1980s -2003.

3- Integrated CALL, Bax argued that when writing teacher still in the open phase , the true integration should only be said to have been achieved when CALL had reached state of normalization .e.g. when CALL as normal as using pen.

2.3.5. Impact of CALL

A distinction needs to be made between the impact and the effectiveness of CALL. Impact may be measured quantitatively and qualitatively in terms of the use of ICT in teaching foreign languages , issues of availability of hardware and software , budgetary considerations , internet access .Teachers and learners attitude to the use of CALL ,changes in the ways in which languages are learnt and taught .Effective way of teaching foreign languages compared to using traditional methods and this is more problematic ,so many variables come into play and the picture of the impact of CALL is extremely varied. Most developed nations work comfortably with the new technology, but developing nations are often face problems of costs and broadband connectivity.

Evidence on the effectiveness of CALL is extremely varied from impact of CALL, so many research questions are still need to be addressed and answered. Hubbard (2002) presented the results of CALL research survey that was sent to 120 CALL professionals from around the world, asking them to explain a CALL research question they would like to see answered. Some questions have been answered but many more remain open. Leakey (2011) offers on overview of current and past research in CALL and suggest a comprehensive model for evaluating the effectiveness of CALL programs and pedagogy. Crucial issue is that in which extent computer is taking over the teacher role. Warshauer (1996) perceived computer as playing an intelligent role, and claimed that a computer program "should ideally be able to understand a user's spoken input and evaluate it, not just for correctness but also for suitability. He claims that computer should be able to diagnose student's problem with pronunciation, syntax or usage and intelligently decide among arrange of options (.e.g. repeating, paraphrasing, slowing down, correcting or directing the students to background explanation).

There are some scientists rejected the idea of computer being as a teacher. Jones (1986), one of these scientists, rejected the idea of computer being as a teacher and he suggest methodology that focused more on what teaches could do with computer programs rather than computer programs could do on their own, in other words treating computer as they would any other classroom aid.

There is an increasing tendency for teachers that fellow Jones methodology, they making use of variety of new tools such as: interactive white boards, and applications for online communication. So, Warchauer, S. high expectations in 1996 have still not been fulfilled. Since the advent of the web there has been an explosion in online learning, but to what extent it is effective is open to criticism.

Felix (2003) takes critical look at popular myths attached to online learning from three perspectives: administrations, teachers and students. As for the effectiveness of CALL in promoting the four skills, (2008) claims that there is enough data in CALL to propose positive effects on spelling, reading, and writing but more research is needed in order to determine its effectiveness in other areas, especially speaking online. She also claims that students' perceptions of CALL are positive, but she qualifies this claim by stating that the technologies need to be stable and well supported, drawing attention to concerns that technology problems may interfere with the learning process. She also points out that older students may not feel comfortable with computers and younger students may not possess the necessary skills for coping effectively in the challenging new environment. Training in computer literacy is essential for both, students and teachers but time constraints may pose additional problems. In order to achieve meaningful results she recommends with specific programs with a certain amount of time.

Types of technology training in CALL for language teachers vary. Within second language teacher education programs such as pre-service coursework, we can find "online courses along with face-to-face courses", computer technology united with general second education courses which is called technology workshop (a series of courses offered through the teacher education programs, and even courses specifically designed for CALL certificate and CALL graduate degree). The organization for Economic cooperation and development has identified four levels of courses: web-supplemented, web-dependent, mixed mod and fully online.

2.3.6. Previous Studies

The researcher selects many empirical studies which are relevant to this study and in the same topic with different points of view. In this section the researcher will present the name of author, the year of conducting the study,

its aims, methodology, findings as well as recommendations and the researcher point of view in each study.

The first study was applied by Rawnak Johan Jhumu (2015) with the title Exploring Impact of Computer Aided Learning (CALL) on English Language teaching in secondary schools in class ix-x in rural areas in Bangladesh. The aim of the study is to know how far Computer Aided Learning (CALL) materials are effective for the learners, what is the nature of CALL, what are the challenges, to what extent students face obstacles. Also the researcher attempts to encourage better ways of teaching and learning English through the use of Computer Aided(CALL) for the benefits of both students and teachers. The main questions of the study: what is the extent of using Computer Aided Learning (CALL) materials for teaching English?

What are the challenges and constrains of implementation of Computer Aided Learning materials for English language teaching?

The study method was quantitative and qualitative and then he comes up with following findings:

The study shows that, CALL is used for developing four skills in addition to teaching vocabulary and grammar. The study reveals that CALL materials make the learning process more interesting and easy to understand. The teachers and learners attitude towards CALL is positive. The study also shows that teachers are not qualifying enough to use CALL materials. Also they conduct CALL classes once week or twice a week only. Another problem is that the large size of the class. ICT training is both teacher and students.

The second study was conducted by Hassina Nachoua (2012) with the title of Computer-Assisted Language Learning for Improving Students Listening Skill, at Mohamed Kheider University, Arts and Foreign Language Faculty. The study aim is to explore the effect of one semester program of CALL

teaching on the student's motivation and their performance in the listening skill. The findings stated that some factors affected student's performance:

The effect of computer proficiency; this refer to when students at their first month, they need more time to learn to use computer. Also the teachers have no information about the students, so students have no computer proficiency faced more difficulties with tasks than others.

The effect of gender; male students have more computer proficiency than females, but studies shows that females have more aptitude towards the learning of foreign languages than males. Ur (1984, p.25) said: "listening exercise are the most effective if they are constructed round a task. That is to say, the students are required to demonstrate their understanding".

The third study was edited by Yassir Balila Margan Saeed with the title The Effect of Using Computer Technology on English Language Teachers Performance, University of Tabuk –Arabia. The purpose of this study is to investigate the effect of using computer technology on the teaching performance of Sudanese English language teachers. The data was collect by the use of questionnaire. The questions of this study are: how competent are Sudanese English language teachers in using computer technology? – What are their objectives when using computer technology? - Which language skill does computer technology enhance? - What are the obstacles that face Sudanese English teachers when using computer technology? And the findings show that: the benefits of Computer Assist Language Learning (CALL) have been widely accepted and learners agree that it can be an effective instructional tool. Also the research 1990-2000 provided some evidence on the effectiveness of computer technology in second language learning. For instance the use of visual media supported vocabulary acquisition and reading comprehension and the use of online communication tool has been shown to improve writing skills in a number of studies. And the findings revealed that the majority of teachers have positive attitude, the

teachers were highly motivated towards the use of computer to teach English language.

2.4. Definition of Terms

Phenomenon (noun) plural phenomenon/ refer to something that happens or exists, especially something that is unusual or difficult to understand. Natural phenomenon like earthquakes, weather, fog, biological processes, physical processes, and natural disasters.

Detect (verb) is to notice something that is partly hidden or not clear, or to discover something, especially using a special method: some sounds cannot be detected by the human ear. For example financial experts have detected signs that the economy is beginning to improve, the alarm should go off automatically as soon as smoke is detected. (Cambridge English Dictionary and Longman Dictionary)

2.5. Summary

In this chapter the researcher reviewed the related literature, theories and previous studies in the same area, in addition to definition of some terms.

CHAPTER THREE

Methodology

3.1 Introduction

This chapter is a report of the research methodology; it includes the basic information about the methodology used by the researcher to achieve its aim. The researcher will describe the method adopted in carrying out this study, the research population, the size of the sample and method of choosing it, tool of data collection is questionnaire.

3.2 Methods of the study

This study has been designed to investigate the impact of computer technology on developing listening skill at secondary level. The researcher will use descriptive analytical method in conducting this study.

3.3 Population and sample of the study

The target population of this study is secondary school students, their age is ranged between 13-18, and the first level at secondary school at Cambridge International School, the sample will be selected randomly.

3.4 Tools of the study

The researcher used one tool in collecting data of this study, its questionnaire, which will design carefully to fit the eight hypotheses based on the research questions

3.5 Reliability of the questionnaire

According to Asika (2006) it means that the tool which are used, will give the same result on repeated trial i.e. whether the tool will give the similar result when it is used by other researchers under the same hypotheses and different condition. Reliability has two aspects: internal consistency and consistency across time which means to repeat the same questionnaire within a week or more.

CHAPTER FOUR

Data Analysis, Results and Discussion

Analysis of research variables

4.1 Introduction

This chapter includes introduction, data analysis, and results and discussion. The data of the study were collected through one instrument; it was questionnaire. It consist of 5 hypothesizes. The first hypothesis one includes 3 statements, hypothesis two includes 3 statements, hypothesis three includes 2 statements, hypothesis four includes 3 statements and hypothesis five also includes 3 statements, which were presented in the form of tables followed by comments, which indicate the results.

Table (4.1): Distribution of students that trained to use computer

Students are trained to use computer	Frequency	percent
Agree	43	84.3%
Neutral	2	2.3%
Disagree	5	9.8%
Total	50	100%

As shown in distribution of students that trained to use computer (Cambridge secondary school students). The majority of them are trained to use computer are 84.3%. And about 2.3 % are neutral and 9.8 are disagreeing. Students are trained to use computer technology to understand the meaning of the listening text due to computer include different programs which help students to get different right pronunciation

Table (4. 2): Students' lack of experience in using computer technology

Lack of experience	Frequency	percent
Agree	22	43.1%
Disagree	14	27.5%
Neutral	14	27.5%
Total	50	100%

The data in table 2 shows that students lack of experience in using computer technology 43.1% of students are agreeing, 27.5% of students are neutral and 27.5 are disagreeing. Felix (2008) shows that (training in computer literacy is essential for both learners and teachers, so in order to achieve meaningful results she recommends with specific programs with specific time such as pre-service course work, we can find "online courses along with face to face courses" and program also like work shop (a series of courses offered through the teacher education programs an even programs designed for CALL). So in this table the big numbers of students agree with that lack of experience.

Table (4. 3): Curriculum does not contain an area about the use of computer

Curriculum does not contain an area about the use of computer	Frequency	Percent
Agree	13	25.5%
Neutral	14	27.5%
Disagree	23	45.1%
Total	50	100%

Table (4.3) shows that secondary school students face problems, which that curriculum does not contain an area about the use of computer, so 25.5% of students agree, 27.5% of students' neutral and, 45.1 of students disagree. The majority of students rejected the idea. So, in this table just few numbers of students agree.

Table (4.4) Using of computer facilitates

Use of computer facilitates	Frequency	Percent
Agree	28	54.9%
Neutral	12	23.5%
Disagree	8	15.7%
Total	50	100%

Table (4.4) shows the use of computer facilitates such as software programs, laptop with various projects, DVD players and other equipment. 54.9% of students agree that they use computer facilitates, 23%.5 neutral, and 15.7 disagree. This table indicates that most of students use computer facilities.

Table (4.5): Using of computer facilitates

Use of facilitates web sites	Frequency	Percent
Agree	34	66.7%
Disagree	13	25.5%
Neutral	3	5.9%
Total	50	100%

Table (4.5) shows use of facilitates websites such as: Edx: edx.org. Academic Earth.org, Internet Archive.org on. The table indicates the majority of students use web sites facilities (66.7% of students agree), 25.5% of students neutral and the little number of students are disagreeing.

Table (4.6) CALL should be adopted in secondary school

CALL should be adopted in secondary school	Frequency	Percent
Agree	34	66.7%
Neutral	7	13.7%
Disagree	9	17.6%
Total	50	100%

Table (4.6) shows that computer assist in language learning should be adapted to the curriculum of secondary schools, 66.7% agree, 13.7 neutral and 17.6 disagree. This indicates that the majority of students agree with the idea.

Table (4. 7): Practicing utterances through computer technology:-

Practicing utterances through computer technology	Frequency	Percent
Agree	29	56.9%
Neutral	18	35.3%
Disagree	3	5.9%
Total	50	100%

Table (4.7) shows that students practice utterances through the using of computer technology. Students can use computer technology to practice utterances. Technology such as: videos, CDS, monitor, YouTube and other applications now are available. 56.9% agree, 35.3% neutral and 5.9% disagree, and this table indicates that most of students practice utterances via using technology equipments.

Table (4 .8) Smart phones can enhance listening:-

Smart phones can enhance learning	Frequency	Percent
Agree	34	66.7%
Neutral	15	29.4%
Disagree	1	2%
Total	50	100%

Table (4.8) shows distribution of students' views about smart phones can enhance learning, 66.7% of students agree, 29.4% of students, 2% of students disagree. The majority of them agree, so this indicates that students can learn through the use of smart phones.

Table (4.9) Pronunciation is the main problem of misunderstanding

Pronunciation is the main problem of misunderstanding	Frequency	Percent
Agree	20	39.2%
Neutral	23	45.1%
Disagree	7	13.7%
Total	50	100%

Table (4.9) shows that pronunciation is the main problem of misunderstanding listening, 39.2% of students agree, 45.1% neutral and 13.7% disagree. This indicates that the majority of students accept the idea.

Table (4.10) CALL can help students to understand utterances

CALL can help students to understand utterances	Frequency	Percent
Agree	40	78.4%
Neutral	4	7.8%
Disagree	6	11.8%
Total	50	100%

Table (4.10) shows that computer assist in language learning can help students to understand utterances, so this can be with different programs in computer technology: websites, online dictionaries, YouTube, and many different program. 78.4% of students agree, 7.8% of students neutral, and 11.8% of students disagree. This means majority of students use computer technology in learning utterances.

Table (4.11) CALL can help students to get the right utterances from a listening text

CALL can help students to get the right utterances from a listening text	Frequency	Percent
Agree	28	54.9%
Neutral	15	29.4%
Disagree	7	13.7%
Total	50	100%

Table (4.11) shows that CALL can help students to get the right utterances from listening text. Students can get the utterances via variety of programs in computer technology such as: videos, CDS, stereos, etc. so most of students agree and they use computer technology to get their right utterances. 54.9% of students agree, 29.4% of students neutral, and 13.7% disagree.

Table (4.12) CALL can help students to understand the pronunciation of words

CALL can help students to understand the pronunciation of words	Frequency	Percent
Always	35	68.6%
Sometimes	15	29.4%
Never	0	0%
Total	50	100%

Table (4.12) shows that computer assist in language learning can help students in pronunciation, so 68.6% of students see that computer always can help them in pronunciation, 29.4% of students are neutral or they have balanced opinion, and 0% of students never use computer.

Table (4.13) CALL can help to understand the full meaning of expressions

CALL can help to understand the full meaning of expressions	Frequency	Percent
Always	17	33.3%
Sometimes	28	54.3%
Never	5	9.8%
Total	50	100%

Table (4.13) shows that computer assist in language learning can help students to understand the full meaning of expressions, 33.3% of students see computer can help them always, 53.3% of students show that computer can help them sometimes, and 9.8% of students never get benefit from computer in getting the full meaning of expressions.

Table (4.14) CALL can help to get the meaning of words

CALL can help to get the meaning of words	Frequency	Percent
Always	26	51.0%
Sometimes	22	43.1%
Never	2	3.9%
Total	50	100%

Table (4.14) shows that CALL can help students to get the meaning of words. There is many applications can help them to do this. 51.0% of students use computer technology always to get meaning of words, 43.1% of students it sometimes, and 3.9% of students never uses it.

4.2.1Summary

This chapter has included data analysis, discussion of the results and the hypotheses.

CHAPTER FIVE

Main Findings, Conclusion, Recommendations and Suggestions for Further Studies

5.1 Introduction

This chapter includes conclusion, summary, findings and results, recommendations, suggestions for further studies and research questions and hypotheses.

5.2 Findings

This study was conducted with purpose of investigate the impact of computer technology on developing listening skill at secondary level, and at the end of the study the researcher has come up with the following results:

The majority of students agree that use computer technology in learning English language. Cambridge school students trained to use computer technology but they need more experience and training. Both teachers and learners need training in using computer technology to come up with good results in ICT lessons.

Students need more practice in computer listening texts.

So, the analysis of data shows the following:

- 1- Students have problems in understanding utterances from a listening text.
- 2- Students can use technology generally in learning English language.
- 3- The majority of students agree that computer assist in language learning should be adopted in Sudanese curriculum.

5.3 Recommendations

Based on the findings of the study, the researcher recommended teachers, students, and curriculum designers some recommendations:-

1. Computer should be taught from the first stage of primary level, for that secondary school students will not face problems in it.
2. Teachers should have training in how to use computer technology and should make plans in how teach computer to students.
3. In classroom through the lesson students should be supplied with recorders with naive speaker's voices, this make students practice listening and they will achieve the problems of pronunciation.
4. Computer became very important in our daily life, so it should be teach in every Sudanese school, not just private and international schools.

5.4 Suggestions for Further Studies

Following the line of the study, the researcher recommended the following further areas of interest for prospective M.A. and PhD. Students.

- 1- The current study limited to one skill (listening). Thus other skills should be investigated, and it deals with first level at secondary school, so to verify the results obtained in this study, other levels should be considered.
- 2- Since one tool was used in this study, more findings may be reached by using more instruments in testing same level.

5.5 Summary

This study aims to investigate the impact of computer technology on developing listening skill at secondary level. It is limited for the first secondary level at Cambridge International School.

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Appendix

The Impact of Computer Technology on Developing Listening

Skill at Secondary Level

Questionnaire

Hypothesis one: secondary school students have difficulties in understanding the overall meaning of a listening text.

Statements	Agree	Neutral	Disagree
1-Students are trained to use computer technology to understand the meaning of the listening text.			
2-Secondary school curriculum does not contain an area about the use of computer for developing listening text.			
3-Secondary students lack experience of using a computer to enhance listening.			

Hypothesis two: CALL can help students to understand the overall meaning of a listening text.

Statements	Agree	Neutral	Disagree
4-The use of computer facilitates the meaning of a listening ext.			
5-The use of educational websites facilitate listening.			
6-CALL should be adopted in secondary school to enhance.			

Hypothesis three: CALL can help students to relate utterances to the contexts.

Statements	Always	Sometimes	Never
7-Practicing utterances through using computer technology are vital.			
8-Smart phones can enhance learning of correct utterances.			

Hypothesis four: secondary school students misunderstand utterances because of pronunciation.

Statements	Agree	Neutral	Disagree
9-Pronunciation is the main reason of misunderstanding utterances.			
10-CALL can help students to understand utterances.			
11-CALL can help students to get the right utterances from a listening text.			

Hypothesis five: CALL can help students to get correct pronunciation of words and expressions.

Statements	Always	Sometimes	Never
12-CALL can help students to understand the pronunciation of words.			
13-CALL can help students to understand the pronunciation of expressions.			
14-CALL helps students to get the full meaning of words and expressions.			