

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

قال تعالى:

( أفمن يمشي مكباً على وجهه أهدى أمن يمشي سوياً على صراط مستقيم )

صدق الله العظيم

سورة الملك آية رقم 22

In the Name of Allah

Almighty God says: “ Is he who walks prone (without seeing) on his face, more rightly guided, or he who (sees) and walks upright on a Straight Way ”.

Surah Almulk (Verse 22)

## Dedication

To My Husband

Mohammed Sayed Khalil Wardi

To my Small, but Great Family

My son Rashid

My daughters

Rasha, Reem and Rihab

## Acknowledgements

I am specially grateful to my supervisor professor Mahmoud Ali Ahmed for his assistance and insightful ideas. His sincere advice gave me assurance and confidence in myself and my work.

My sincere thanks to Dr. Fayza Alsayed Khalaf Allah, the Director General of the Evaluation Department at the FMOE for her support which motivates me to complete this study.

My thanks are also due to the referees who assessed my questionnaire for their valuable comments.

I would like to express my deep gratitude to Dr. Gamar Abu Swar and Dr. Imad Khatmi for the statistical analysis of the research data.

My thanks are also due to the supervisors and the teachers of the English language in Khartoum State who responded with patience to my questionnaire and gave me valuable information.

Finally, I extend my sincere thanks and gratitude to everyone who has helped and supported me.

## Abstract

This study aims at investigating the ways that can be used to develop the listening skills among the Sudanese Secondary Schools students- Khartoum State.

The researcher applied the descriptive analytical method to achieve the study objectives. A questionnaire was used as a tool for the data collection. It was directed to the teachers and supervisors of the English language at the secondary schools – Khartoum State. The (SPSS) program was used to statistically process the data. The researcher reached to a number of findings and recommendations.

Some findings are:

- 1-The content of the current secondary schools English Language syllabus (SPINE) does not contribute (sufficiently) to the achievement of the objectives of teaching English Language. This is because it concentrates mainly on reading and writing, while listening and speaking are the least practiced skills.
- 2- The lack of the quality teacher training programs.
3. The short time allotted to English, in addition to the lack of using educational technology in teaching listening skills.
4. The students' listening skills assessment is not included in the classroom assessment or exam system.

Some recommendations are:

- 1- There should be an appropriate balance of the four skills in the secondary school textbooks.
- 2- The importance of providing quality teacher training programs.
- 3- Time allotted to English should be increased, in addition of using educational technology in teaching/ learning listening skills.

- 4- The books should be accompanied with educational technology like videos, cassettes...etc. which make teaching /learning of the listening skills effective and enjoyable.
- 5- The importance of including listening skills in the classroom and the exam system.

Abstract  
(Arabic Version)

مستخلص الدراسة

تهدف هذه الدراسة إلى التحقيق في الطرق التي يمكن استخدامها لتطوير مهارة الاستماع في اللغة الإنجليزية لدى طلاب المدارس الثانوية بالسودان. استخدمت الباحثة المنهج الوصفي التحليلي لتحقيق أهداف الدراسة، كما استخدمت الاستبانة كأداة لجمع المعلومات. وقد وجهت الاستبانة لمعلمي ومعلمات وموجهي وموجهات اللغة الإنجليزية بالمدارس الثانوية بولاية الخرطوم. بعد معالجة المعلومات احصائياً باستخدام برنامج التحليل الاحصائي (SPSS)، توصلت الباحثة لعدد من النتائج كما تقدمت ببعض التوصيات .

**النتائج:**

- 1- محتوى المنهج الحالي لطلاب المرحلة الثانوية (SPINE) لا يسهم (بصورة كافية) في تحقيق اهداف تدريس اللغة الانجليزية. ذلك لأنه يركز بصفة رئيسة على مهارات القراءة والكتابة في حين ان مهارات الاستماع والمخاطبة تجد فرصة اقل في التدريب عليها.
- 2- عدم وجود التدريب المستمر جيد النوعية.
- 3- العوامل الأخرى التي تسبب تدني مستوى مهارة الاستماع لدى الطلاب هي قلة الزمن المخصص لدراسة اللغة الإنجليزية، إضافة لعدم استخدام المعلمين لتكنولوجيا التعليم في تدريس مهارة الاستماع.
4. عدم وجود تقييم لمهارة الاستماع في الصف او في الامتحانات.

**التوصيات:**

- 1- اهمية وجود توازن في مهارات اللغة الاربع في كتاب مقرر اللغة الإنجليزية.
- 2- الاهتمام بتوفير التدريب المستمر جيد النوعية.

- 3-** يجب زيادة الزمن المخصص لدراسة اللغة الإنجليزية، إضافة لاستخدام تكنولوجيا التعليم في تدريس المنهج.
- 4-** من الاهمية بمكان وجود تقييم لمهارة الاستماع في الصف وفي الامتحان.

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